

JACKSONVILLE HIGH SCHOOL

037-904-002

CAMPUS IMPROVEMENT PLAN 2007-2008

MISSION STATEMENT

The mission of Jacksonville High School is to create a community of learners that supports the academic, emotional, social, and physical needs of high school students in a safe and orderly environment.

With leadership from our principal, this campus plan has been collaboratively developed by the Campus Improvement Council (CIC) which represents input from staff, parents, and the community. All performance goals identified in *No Child Left Behind* legislation have been adopted by the district and are reflected in this plan.

Coordination and integration of the following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Texas Educator Excellence Grant, High School Allotment Grant, and local monies.

GOAL 1: Academic achievement of all student groups will improve in order for Jacksonville High School to meet or exceed all Adequate Yearly Progress (AYP) requirements and be rated as Recognized by the Academic Excellence Indicator System (AEIS).

OBJECTIVE 1: Each student group will meet or exceed Academic Performance Chart expectations projected through 2007-2008.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by campus documentation, TELPAS, all TAKS scores.

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
2,8	1. Empower delivery of TEKS/TAKS-based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas. <ul style="list-style-type: none"> • Margaret Kilgo Training: All areas • John Crain Alignment: English, Math • Region VII Alignment: Science, Social Studies • Algebra Institute (new teachers) 	Curriculum Director Administrators Teachers Region VII		June, 2007 Each six weeks	Annual Planning At least 75% of each student population passing assessments in each content area.	
8	2. Create an environment of increased accountability for all staff: <ul style="list-style-type: none"> • Lesson plans reflecting implementation of 			Each six weeks	At least 75% of each student population passing assessments	

	<ul style="list-style-type: none"> aligned curriculum Administrator snapshot walk-throughs Regularly scheduled department meetings Special ed teachers attending all department meetings 				Administrator walk-throughs	
7,8	3. Administer common assessments in core areas according to department schedule.	Administrators Teachers		Each six weeks	At least 75% of each student population passing each assessment.	
8	4. Utilize disaggregated data from assessments to set goals and to target students not reaching expectations.	Teachers		Each six weeks	5% increase in passing for targeted students.	
8	5. Administer released TAKS test prior to testing date.	Teachers		January March	At least 75% of each student population meeting minimum expectations.	
8	6. Provide additional support for students not achieving expected TEKS/TAKS/TAKS Accommodated mastery: <ul style="list-style-type: none"> Tutorials offered before and after school and in the evening Parental contact Individualized remediation plan for special ed students <p style="text-align: center;">(continued)</p> <ul style="list-style-type: none"> 4-week blitz of accelerated instruction prior to each scheduled TAKS testing Contact teacher for each special ed student to monitor classroom performance on 3-week intervals and facilitate appropriate intervention(s). 	Administrators Teachers		October January April	At least 75% targeted students meeting minimum expectations on TAKS/SDAA.	
8	7. Create a learning community environment of high expectations for all students: <ul style="list-style-type: none"> Strict enforcement of Code of Conduct, tardy and absentee policies Shared pride in all accomplishments and campus appearance. Increase in students enrolled in Pre-AP, AP and dual enrollment classes. 	Administrators Counselors Teachers		Fall Spring	5% increase in students enrolled in higher level classes 10% decrease in number of tardies from previous semester	
2,8	8. Continue requirement of writing across the curriculum: <ul style="list-style-type: none"> 25% of grade on all major tests in all classes will be from an essay question. Response graded for content, complete sentences, correct capitalization and punctuation. 	Department Chairpeople Teachers		Each six weeks	At least 75% of each student population passing written essay question	
2	9. Require TAKS writing sample each six weeks in all ELA classes. <ul style="list-style-type: none"> Implement use of Criterion system. 			Each six weeks	At least 75% of each student population scoring a "2" or higher	
8,10	10. Utilize SCE funds to support implementation of Title I schoolwide strategies.	Administrators	SCE \$102,718 2.5 FTE's	Each six weeks	At least 75% of each student population passing assessments	
2,8	11. Require TAKS-based sponge or closure activities in all core content classes. Target: <ul style="list-style-type: none"> Higher level and critical thinking skills Process skills Depth and complexity 	Administrators Teachers		Each six weeks	Administrator walk-throughs At least 75% of each student population passing assessments	

3,9	12. Recruit and maintain high-quality, certified and highly qualified teachers.	Central Office Administrators	Title I Local Funds	Fall, Spring	100% teachers highly qualified	
3,9	13. Recruit and maintain high-quality, highly qualified paraprofessional staff.	Administrators	Title I Local Funds	Fall, Spring	100% paraprofessionals highly qualified	
4	<p>14. Provide local and out-of-district capacity building professional development opportunities for 100% faculty and paraprofessional staff:</p> <ul style="list-style-type: none"> • Curriculum Alignment and Sequencing • Region VII Training • Margaret Kilgo Training • Differentiating Instruction • Closing the Achievement Gap • Accelerating Instruction • New teacher orientation and mentoring • SIOP strategies • ESL Certification • Criterion System • Enforcement of Code of Conduct <ul style="list-style-type: none"> Discipline strategies Classroom management Conflict resolution • Technology/SMS • Support for general ed teachers providing instruction for special education students: <ul style="list-style-type: none"> Modifications Inclusion Behavior Intervention Plans • 3-day Institute for special education paraprofessionals • Region VII Workshops: <ul style="list-style-type: none"> Algebra Institute Content-specific workshops • Importance and value of family involvement • Content specific workshops, updates and conferences • Update training for common awareness of district policies and procedures for student identification, placement and monitoring in all special programs: <ul style="list-style-type: none"> Dyslexia and related disorders Special Education GT ESL At-Risk Wellness Program • AP Audit Training • Science Safety Training <p style="text-align: right;">(continued)</p> <ul style="list-style-type: none"> • CTE, CATEMA Training for Articulation Teachers • Tech Prep Training for CTE teachers • CTE TAKS integration training 	Administrators	Title I Title II Special Ed SIP Grant Local Funds	Fall, Spring	<p>Benefits of training reflected in at least 75% passing rates for each student group on all assessments</p> <p>Administrator walk-throughs</p>	

8	15. Utilize PLATO for credit recovery.	Administrators Counselors		Fall, Spring	90% passing rate for students attempting credit recovery	
5,8	16. Use disaggregated TAKS data from eighth grade students to plan freshman class placement and instruction.	Administrators Counselors		Fall	100% incoming freshmen appropriately scheduled	
2,8	17. Provide additional support for second language learners: <ul style="list-style-type: none"> Require English I and English II in addition to ESL classes. Maintain an ESL specialist to provide teacher and student support. Explore possibility of an additional Spanish speaking paraprofessional to assist in translating. Schedule students in core content classes with SIOP-trained teachers. Locally developed Spanish credit-by-exam for ESL students. 	Administrators Counselors Teachers		Each six weeks End of 8 th grade year	At least 75% passing each assessment At least 90% attaining passing grade on report card High school foreign language credit awarded to all who meet passing standard	
8	18. Continue to strengthen integration of Career and Technology Education (CTE) courses with core areas: <ul style="list-style-type: none"> Collaboration meetings between core and CTE instructors Training for CTE teachers in TAKS integration CTE teachers to identify application-specific TAKS objectives and stress those during lab activities. 	Administrators Teachers		Each six weeks	Administrator walk-throughs At least 75% CTE students passing all core content assessments	
8	19. Refine class offerings in CTE to better meet needs of all students: <ul style="list-style-type: none"> Expand local Tech Prep agreements into Ag Mechanics and other Agriculture classes. Collaborate with counselors to ensure a better understanding of Tech Prep, statewide articulation, and local articulation as a tool to increase the number of students attending college. Offer additional course offerings to satisfy technology applications credit. Develop agreement with local health entities to sponsor students for clinical rotations for the 2007-2008 Health Science II classes. Develop plans to address the effects of HB1's additional math and science credit on CTE course offerings. 	Administrators		Fall Spring		
3	20. Continue to provide certification training to CTE teachers who will be responsible for students seeking industry certifications.					

7,8	21. Monitor quality of instruction and assessment: <ul style="list-style-type: none"> Administrator Walk-Throughs 6-weeks conferences with principal 	Administrators	Local Title I	Each six weeks	At least 75% of each student group passing assessments	
8	22. Continue Creative Writing class as a support for struggling writers.	Administrators Counselors	Local	Each six weeks	80% of students in class scoring 2, 3, or 4 on writing samples	
	23. Provide additional wireless laptop carts.	Administrators				
8	24. Continue to analyze SDAA results and other data to appropriately include special education students in regular classes.	Special Ed Supervisor	Special Ed Local	Fall Spring	Inclusion of 100% ARD-determined eligible students in regular classes.	
2,8	25. Continue AVID program for applicable students.	Principal AVID Director	CSR Grant Local	Each six weeks	At least 90% students passing all subjects.	
	26. Provide incentive opportunities for all students passing TAKS and meeting ARD expectations on SDAAII.	Principal	Local	Spring	Incentives provided to all students meeting standard.	
2,8	27. Maintain Read 180 program for targeting needs of at-risk students not reaching academic potential.	Administrators		Each six weeks	75% of each student group passing assessments.	
8	28. Establish a Technical Assistance Team to evaluate: <ul style="list-style-type: none"> Academic progress of student population granted exception in order for campus to be rated Acceptable in Science (2006 rating) Current academic progress in areas where last year's TAKS scores would not meet this year's performance standard (Hispanic science) 	Administrators TAT Team	Title I Local	Each six weeks	Specific student passing all assessments 75% student group passing assessments	
2,8	28. Continue to utilize an unscheduled Content Mastery Classroom for any student requiring additional academic support.	Administrators Special Ed Supervisor	Special Ed Title I Local	Fall Spring		
2,4,8	29. Utilize a teacher committee to structure and develop implementation guidelines for the Texas Educator Excellence Grant. (See attachment)	Teacher Committee	\$170,000 grant award	September Spring	Grant developed Determination of awards	

OBJECTIVE 2: Increase student enrollment in and successful completion of advanced courses by at least 10% from previous year.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by campus records and AEIS report.

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
5,6	1. Communicate to all 8 th grade and high school students and families the advantages of higher level classes: <ul style="list-style-type: none"> • Open Door Policy • Parent Awareness Sessions • Student Awareness Sessions 	Administrators Counselors		April August December April	Documentation of individualized counseling for potential students.	
8	2. Create teams of teachers, counselors, and successful students to recruit students from all populations for higher level classes.	Administrators Counselors Teachers		Spring	100% potential students contacted by recruitment team.	
	3. Schedule AP classes to provide the greatest opportunity for all interested students to enroll.	Administrators Counselors		Each semester	Ongoing review of master schedule to ensure "user-friendly" placement of classes.	
8	4. Provide intensive tutorials prior to AP testing.	Teachers		Each semester	At least 10% increase in passing rate over previous year.	
5,7	5. Implement vertical teaming between Middle School and High School.	Teachers		Fall	Initial meeting scheduled. 100% involved teachers attending.	
8	6. Continue dual enrollment agreements with Jacksonville College, Lon Morris College, and Tyler Junior College.	Administrators Counselors		Each semester	100% interested students provided enrollment timelines and registration criteria.	

OBJECTIVE 3: Increase percentage of students taking and scoring at or above criterion on ACT/SAT tests by at least 5% over previous year.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by campus records and AEIS report.

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
	1. Implement a specific counseling plan for all students which outlines recommended tests and times they should be taken: a. PSAT/Plan for 10 th graders b. ACT and SAT for 11 th graders	Counselors		Fall Spring	100% students receiving information	
8	2. Offer a fall and a spring workshop on test-taking strategies.	Counselors Teachers		Fall Spring	100% students receiving workshop schedule At least 75% attendance	
6	3. Create an info blitz to both students and families for awareness of test registration and administration dates.	Administrators Counselors		Fall Spring	Information provided to 100% eligible students and families.	
8	4. Provide study guides for all test-takers.	Counselors		Fall Spring	Guides provided to 100% eligible students.	
	5. Administer the PSAT/Plan tests locally.	Counselors Teachers		Fall Spring	Increase enrollment to top 25% of each grade level.	

OBJECTIVE 4: Increase attendance rate to at least 97%.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by campus records, PEIMS, and AEIS report.

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
8	1. Report to counselor/assistant principals names of students with frequent absences.	Counselors Teachers		Each six weeks	All students with frequent or pattern absences reported to administration.	
6	2. Early parent notification of excessive absences.	Teachers Counselors	Local	Each six weeks	Attempted notification to 100% parents of students with excessive or pattern absences.	
6	3. Conduct home visits to investigate reasons for student non-attendance and/or non-enrollment.	Assistant Principals		Each six weeks	Home visitations to 100% referred students.	
	4. Provide incentives for perfect attendance.	Principal	Local	Each six weeks	At least 96% attendance rate each six weeks.	
	5. Utilize services of police officer to investigate reasons for excessive or pattern absenteeism.	Administrators	SCE (previously Documented)	Each six weeks	Investigation of 100% reported cases.	

**OBJECTIVE 5: Maintain drop-out rate of less than 1%.
Increase high school completion rate to greater than 90%.**

SUMMATIVE EVALUATION: Accomplishment of objective as measured by campus records, PEIMS, and AEIS report.

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
4	1. Provide teacher training for accelerated learning and tutorial strategies.	Curriculum Director Principal		Each six weeks	At least 75% identified at-risk students meeting minimum standard.	
8	2. Investigate providing both a regular and a resource summer school program to allow credit recovery.	Administrators Special Ed Supervisor		Fall Spring	Review of gathered data. Proposal for JHS.	
8	3. Refer students to STRIDE placement as appropriate.					
	4. Explore possibility of providing on-campus worksites.	Special Ed Supervisor and Director		Fall Spring	Gather data. Present data to administration.	
6,8	5. Provide individual and family counseling for high-risk students.	Administrators Counselors		Fall Spring	Documentation of availability of counseling for 100% identified students.	

GOAL 2: Meet the needs of all students by providing a safe, orderly, drug-free environment.

OBJECTIVE 1: Incidents of violence, drug use, and continuous and persistent misbehavior will decrease by at least 5% from previous year.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by Peims 425 Report and campus records.

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
	1. Provide character education: <ol style="list-style-type: none"> a. Integrate character education lessons into curriculum at all levels. b. Post and emphasize "trait of the month". 	Administrators Teachers	Local Funds	Each semester	Teacher lesson plans reflect character ed lessons. Administrator walk-throughs.	
	2. Heighten student and staff awareness and a more consistent enforcement of Code of Conduct: <ol style="list-style-type: none"> a. Campus/classroom rules b. Crisis procedures c. Bullying d. Unwanted verbal and physical aggression e. Sexual harassment f. Other forms of bullying in school, on school grounds, and in school vehicles 	Administrators Teachers	Local Funds	Each semester	At least a 5% reduction in office referrals for infractions as compared to previous semester.	
	3. Integrate human sexuality instruction into curriculum at all levels.	Curriculum Director Counselors Administrators	Local Funds	Each semester	Documentation of planned instruction in appropriate lesson plans. Administrator walk-throughs.	
	4. Continue utilization of police officer/liaison.	Administrators		Each semester	At least a 5% reduction in referrals to police officer as compared to previous semester.	
	5. Continue utilization of random dog searches.	Administrators		Each semester	At least a 50% reduction in incidents of found contraband.	
	6. Provide settings for students in non-compliance with rules: <ul style="list-style-type: none"> • Lunch Detention • ISS • Saturday School • After School Detention 	Administrators		Each semester	At least a 5% reduction in referrals as compared to previous semester.	
	7. Expect consistent enforcement of school rules by both teachers and administrators:	Administrators		Each semester	At least a 5% reduction in referrals as	

	<ul style="list-style-type: none"> • Tardy Policy • Dress Code • Teachers visible in hallways between classes 				compared to previous semester.	
8	8. Provide Pregnancy Related Services (PRS) as needed.	Administrators		Each semester	Appropriate support made available to 100% applicable students.	
8	9. Coordinate services with Compass Center as needed: <ul style="list-style-type: none"> • DAEP (Direct) • STRIDE • Oasis 	Administrators		Each Semester	Appropriate placement for 100% applicable students.	
4	10. Provide teacher training and support for implementing/ following Behavior Intervention Plans.	Special Ed Supervisor	Special Ed	August January As needed	Instruction and support provided to 100% identified teachers.	
	11. Provide annual CPI update training for identified team.	Principal	Local	Fall	100% team members trained.	

GOAL 3: Strengthen home-school relationships/involvement.

OBJECTIVE 1: Increase family involvement so that TAKS expectations projected in the Academic Performance Chart will be met.

SUMMATIVE EVALUATION: Accomplishment of objective as measured by campus records and AEIS report.

SWC#	Strategy	Person Responsible	Resources	Timeline	Formative Evaluation	Notes
6	1. Conduct parent awareness seminars with an interpreter at each grade level: <ol style="list-style-type: none"> Benefits of higher level courses TAKS and SDAAII standards and expectations Freshman Orientation Availability of information on higher ed admissions and financial aid opportunities Timeline for appropriate activities to prepare for college entry 	Principal Assistant Principal Counselors		Each six weeks	At least 70% meeting minimum expectations each six weeks.	
6	2. Continue family communication through district website, Channel 20 and e-mail.	Principal Assistant Principals		Each six weeks	At least 70% meeting minimum expectations each six weeks.	
	3. Consistently include parents in site-based	Administrators		Fall		

6	decision making committee meetings: a. Campus Improvement Plan b. Staff development needs			Spring		
6	4. Continue and expand Community Training Night: a. Basic Computing Skills b. Conversational Spanish c. Computer Maintenance d. Internet and E-mail e. Excel Spreadsheet f. Access Database g. Word Processing h. Digital Scrapbooking i. Basic Car Maintenance j. Hunter Safety	CTE Director	CTE	Fall Spring	Informal Surveys	
6	5. Explore possibility of "Brown Bag Lunches" at community places of employment.					

COMPREHENSIVE NEEDS ASSESSMENT

TITLE I SCHOOLWIDE COMPONENT 1

The following information sources provided data for the comprehensive needs assessment:

- Longitudinal AEIS data
- Longitudinal academic performance information for non-AEIS student groups
- Longitudinal AYP data
- P-BMAS, TELPAS, SDAA/LDAA, ACT/SAT data
- Program evaluations
- Staffing needs
- Professional/Paraprofessional training needs
- Formative assessment data

- Discipline data
- Pass/Fail data
- Stakeholder surveys
- Informal evaluations

An in-depth review and disaggregation of data by the Campus Improvement Council led to the development of the goals, objectives, and strategies reflected in this Plan of Action.

Findings:

- 10th Grade English Language Arts TAKS scores increased dramatically.
- The campus met AYP requirements for 2006-2007.
- English/Language Arts TAKS scores show growth for all student populations, yet written composition scores on TAKS continue to indicate needed improvement.
- Math TAKS scores show a decrease for African American students.
- Science TAKS scores show a slight decrease for African American students.
- Social Studies TAKS scores show growth for all student populations.
- Although there has been improvement, the campus must continue to focus on raising academic performance in all areas.
- There continues to be a performance gap in all areas between white students and other student populations.
- Needs of the increasing Hispanic student population are not being met.
- There is a perception of lack of consistency by some administrators and teachers in enforcing rules.
- Student attendance rate shows a slight decrease.
- The number of pregnant students is increasing.
- The number of students enrolled in Pre-AP and AP classes is declining.
- There is a need for a summer school credit recovery program.

Academic Performance Chart

2007-2008

	2005-2006				2006-2007				2007-2008*			
	Reading	Math	Soc. St.	Science	Reading	Math	Soc. St.	Science	Reading	Math	Soc. St.	Science
All	87	63	82	60	87	63	91	64	90 /	75 /	90 /	75 /
Afr. Am.	87	50	82	49	83	40	86	47	90 /	75 /	90 /	75 /
Hispanic	75	52	64	34	78	54	85	48	85 /	75 /	75 /	75 /
White	95	74	91	78	95	77	96	79	100 /	80 /	100 /	85 /
Eco. Dis.	80	51	71	45	81	51	86	49	90 /	75 /	75 /	75 /
At Risk												
LEP												
Sp. Ed.												
GT												
CATE												
Male												
Female												

	04-05	05-06	06-07*
Attendance	94.4	93.3	93

	04-05	05-06	06-07*
Completion Rate	95.8	95.1	

	04-05	05-06	06-07*
Dropout Rate	0.1	0.2	

	04-05	05-06	06-07*
Recom. HS Program	79.3	84.7	
DAP	5	3	4

	04-05	05-06	06-07*
Mean ACT	18.6	18.6	
Tested	61.8	50.7	
Above Criteria	23.5	17.2	

Note: Upon receipt, 2007-08 AEIS Report will supply missing data.

*Goal/Actual