School Improvement Plan (SIP)

LEA Name:	Beeville ISD	**Campus Name:**	A. C. Jones High School
CDN:	013901	**Campus Number:**	013901001
Date:	10/3/2011	**Date SIP was Approved by Local Board:**	10/18/2011

Section I: Area(s) of Low Performance and Target Groups
Identify the areas of low performance and each group not meeting the 2011 state standards (include all areas not meeting state standards without required improvement (RI).

The area of low performance is mathematics for grades 9 and 10. All students, Hispanic students, and economically disadvantaged students did not meet state standards in mathematics.

Section II: Process for Evaluating Progress Toward Meeting Performance Standards
Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester.

The district will utilize C-Scope curriculum with the rigor and fidelity required by STAAR and EOC tests. To that end, the math department will work with the assistant superintendent for instruction who is a math specialist in creating TEKS-aligned assessments for use each six weeks as the six weeks test. Additionally, the campus will administer benchmark exams based on STAAR rigor and EOC content at the end of the first semester.

Section III: SIP Development

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Curriculum_Assessment	TAKS-Rigor Benchmark Assessment	Planning with department and math consultant on a weekly basis. Creating benchmarks and authentic assessment using C-Scope curriculum.	Principal, assistant principal, external CIT and assistant superintendent frequent walkthrough observation.	Assessment scores on benchmarks and major tests	Technology to implement curriculum acquired. Persons responsible--Math department chair, principal, assistant principals, assistant superintendent. Teachers will be responsible for creating assessments that reflect the rigo of STAAR.
TAKS	Student_Support	Adult Advocate / Mentor / Advisor	Each targeted student will have a mentor/advisor who will meet on a regular basis, and will keep track of students progress three times per six weeks	Mentors will keep a log of student meetings and checkpoints. Mentors will keep documentation sheet on each student.	Improvement in benchmark scores and six weeks grades	Mentors, teachers, and campus administration.
TAKS	Culture_Climate	Student / Staff Attendance	Campus is implementing OFYP. An incentive program has begun to reward students for good attendance. Campus will hold drawings for prizes for good attendance.	Six weeks attendance report.	Attendance rates will improve by 2 percentage points	Attendance and grade reports. Activity fund monies to purchase prizes. Persons responsible will be teachers and campus administration.
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Classroom management staff development at least 3 of the 6 early release days. The focus will be on handling those problems within the classroom that often lead to more severe discipline problems.	Fewer discipline referrals to the office	Number of discipline referrals for minor infractions.	Staff development monies will be used to hire outside consultant. Campus administration is responsible. Teachers are responsible for implementation.
TAKS	Parents_Community	Parent / Community Support	Mentor will establish contact with the student's parent at least once per six weeks. A math night for parents: make and take activities. Provide baby sitter.	Mentor will keep a log of parent contact. Parent sign-in sheets.	Sign in sheets for math night. Mentor log of student meetings.	Title I monies will be used to provide meal and supplies for math night. Persons responsible: Principal, teachers and department chair.
TAKS	Culture_Climate	Positive Behavioral Support	Conflict resolution in Positive Energy Club.	Sign-in sheets.	Fewer discipline referrals for fights and arguments.	Positive Energy Club sponsor and assistant principal.
TAKS	Instruction	Monitoring / Evaluation of Quality	Feeder school instruction. Elementary certified math teachers will be provided math staff development. The secondary math teachers, including A.C. Jones teachers will continue to work with the math consultant on strategies to teach math. Staff development on test development, correlation of content and questioning strategies are priority.	Sign in sheets for teacher meetings with math specialist. Notes from walk through observations by the outside CIT member, principal, and assistant superintendent for instruction.	At least 70 percent of 6 - 11 grade students will pass STAAR and benchmark exams. An examination of assessments will show a stronger correlation to STAAR expectations.	Assistant superintendent for instruction, middle school math department teachers and principal.

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TAKS	Curriculum_Assessment	Monitoring / Evaluation of Curriculum Implementation	Campus principals will meet at least twice monthly with staff and conduct at least 20 walk through observations in grades K-12 to ensure that C-Scope curriculum is being implemented with fidelity. Teachers will continue to attend roll-out sessions.	Principals will report to the superintendent on a six weeks basis concerning the implementation of C-Scope	At least 70 percent of 3-11 grade students will pass STAAR and benchmark exams.	Campus principals, teachers and assistant superintendent for instruction.
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