

**Beeville Independent School District**  
**AC Jones High School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# **Mission Statement**

Together, we empower today's students to be tomorrow's leaders.

## **Vision**

Inspiring bold innovative leaders.

## **Core Beliefs**

- Integrity
- Innovation
- Positive Attitude
- Leadership
- Achievement
- High Expectations

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# Comprehensive Needs Assessment

Revised/Approved: November 5, 2021

## Needs Assessment Overview

The AC Jones High School has major needs in the following areas:

- Increasing attendance and enrollment
- Increasing all EOC passing rates to the state averages
- Increase dual-credit enrollment/completion and general CCMR student rates
- Increase TSI, ACT, and AP exam passing rates.
- Increase parent outreach and involvement efforts among disconnected parents
- Recruit and staff special education, Spanish, science, and CTE teaching positions with quality personnel

# Demographics

## Demographics 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.

2021-2022 Current update: According to enrollment reports as of Nov. 1, 2021, the ACJ campus demographics are as follows: Enrollment - 974 students, 75% Hispanic, 14% White, 5% other. 76% Economically disadvantaged students, 10% special education students, 8% Section 504 students, and 4% English Learners. Currently we have 12 students enrolled in the ACJ Academy, with an additional 9 students completing requirements so far.

The current attendance average from Aug. 18th, 2021 to Oct. 29th, 2021 is at 86.4%. Enrollment has fluctuated from 996 to 974.

**2019-20 TAPR:** The 2019-20 Texas Academic Performance Report (TAPR) reports enrollment of 962 students, 80.2% of which are of Hispanic descent, 14.7.% white, and 3.0% African American, 1.2% identify as Two or More Races. In addition, 84.9% of our students are Economically Disadvantaged, 7.1% received Section 504 services, 2.0% are English Learners, 1.3% are Students with Dyslexia, 64.4% are classified as At-Risk.

Attendance rate for 2018-19 school year was 91.5%, 9.1% of students received Disciplinary Placements, the mobility rate was 17.9%, student attrition was 16.4%, and the annual drop out rate increased by one percentage point to 2.6%.

AC Jones High School Class of 2019 4-year longitudinal graduation rate was 93.7% of which 11.3% were Special Education students, 76.7% were Economically Disadvantaged, 1.9% were LEP, 62.3% were considered At-Risk, and 64.2% College Career and Military Ready.

### Staff Summary

ACJ staff consist of 78 staff. 53.1 are teachers, 7.2 are professional support staff, 12.7 are educational aides, and 5 are campus administration. We have 4 counselors and 1 librarian. There is a healthy balance of 26.3 male teachers and 26.9 female teachers. Years of experience are as follows: Beginning 9; 1-5 yrs of experience 18.3; 6-10 yrs of experience 8.7; 11-20 years of experience 12.2, and only 4.9 with over 20 years of experience. The percentage of teachers by program are: 23.7% CTE; 63.4% Regular Education, and 12.9 Special Education.

## Demographics Strengths

ACJ inspires bold innovative leaders by offering students multiple pathways to postsecondary success. Our students are diverse and are prepared to attend a four year university, vocational school, junior college, earn an Associates Degree by taking dual credit courses through Coastal Bend College or Del Mar College, or join the workforce upon graduation by earning industry based certifications through our robust career and technical education programs. ACJ students can increase college readiness by taking up to nine Advanced Placement (AP) courses in addition to College Prep Math and College Prep ELA courses. We offer school day testing for SAT, ACT, and TSIA as well as PSAT for all students in grades 9-11.

The 2021-2022 academic year begins the planning phase of an Early College High School that will enroll its first cohort in the Fall of 2022, allowing more students to earn an Associates Degree upon graduation from high school.

- Graduation rates remain steady and above state average for all students, specifically special education and at-risk students.
- Enrollment in our CTE programs continue to increase - the number of industry based certifications in the 2020-21 school year was 183.
- ACJ offers all five endorsements providing students with multiple opportunities to graduate with a distinguished level of achievement.
- ACJ graduates who pursue education degrees often return to work in the district alongside their favorite teachers and mentors.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rate remains under the 93.4% district average. Student mobility and attrition continues to increase which also has caused a decline in enrollment. **Root Cause:** Student mental health, family medical and mental health issues, academic delays due to the covid pandemic, and financial needs are causing absenteeism. This is a direct correlation to declined involvement in extra-curricular activities and increased absenteeism resulting in a loss of credit.

**Problem Statement 2:** The ACJ dual-credit program is able to provide only one dual credit face-to-face ELA course this year. **Root Cause:** According to the 2019-20 TAPR: Campus Staff Information page 20, only 19% of ACJ staff hold Masters degrees, and those who do are not interested in teaching dual credit courses due to a CBC stipend decrease. More on-campus dual-credit courses are needed to implement a successful school-within-a school model of an Early Collegiate High School.

**Problem Statement 3:** The ACJ dual credit program is limited to students with the financial means to afford the costs of tuition and books, thus limiting the opportunity for many economically disadvantaged and At-Risk students. **Root Cause:** The ACJ campus needs a program and funding allocation, such as the Early College Model, to expand dual credit opportunities to more students.

# Student Learning

## Student Learning Summary

AC Jones High School has seen continuous academic growth in all STAAR EOC tested areas since 2017-18 when the campus' overall numeric accountability rating was a 72. With targeted interventions and staff changes in ELA, the campus' overall numeric accountability rating increased to a 79.4 in 2018-19. Prior to COVID, campus projections indicated an increase of 10 percentage points in all tested areas due to continued intensive intervention action plans targeting frequently tested TEKS. However, due to COVID, the campus received a 2020 accountability rating of **Not Rated: Declared State of Disaster**.

The 2020-21 school year was challenging for everyone, but especially for our remote learners. A comparison of the 2020-21 grade distribution by grade levels to those of 2019-20 indicate that remote learning was most challenging for average and at-risk students. Grades for high achieving students remained fairly consistent for 9th and 10th grade students, decreased by 6% points for 11th graders, and jumped 5% points for seniors which is no surprise as this particular group of students are incredibly competitive and have been taking dual credit courses online since their 8th grade year. However, the data indicate a significant decline in grades for our average and at-risk student population as grades in the 80s dropped 7% points and grades in the 70s dropped 5% points while grades 69 and below increased 10% points overall.

### 2020-21 Grading Cycle 1 Grade Distribution by Grade Level

Grade Level	090	080	070	069	N/G	Inc	Other	Total	090	080	070	069	N/G	Inc	Other
09	727	468	423	394	0	68	6	2,086	35%	22%	20%	19%	0%	3%	0%
10	694	458	400	383	0	17	10	1,962	35%	23%	20%	20%	0%	1%	1%
11	547	280	275	329	0	16	20	1,467	37%	19%	19%	22%	0%	1%	1%
12	607	278	209	230	0	10	8	1,342	45%	21%	16%	17%	0%	1%	1%
<b>Total</b>	<b>2,575</b>	<b>1,484</b>	<b>1,307</b>	<b>1,336</b>	<b>0</b>	<b>111</b>	<b>44</b>	<b>6,857</b>	<b>38%</b>	<b>22%</b>	<b>19%</b>	<b>19%</b>	<b>0%</b>	<b>2%</b>	<b>1%</b>

### 2019-20 Grading Cycle 1 Grade Distribution by Grade Level

Grade Level	090	080	070	069	N/G	Inc	Other	Total	090	080	070	069	N/G	Inc	Other
09	790	620	696	349	0	21	30	2,506	32%	25%	28%	14%	0%	1%	1%
10	597	531	475	161	0	1	40	1,805	33%	29%	26%	9%	0%	0%	2%
11	719	519	315	104	0	0	29	1,686	43%	31%	19%	6%	0%	0%	2%
12	682	558	344	42	0	0	81	1,707	40%	33%	20%	2%	0%	0%	5%
<b>Total</b>	<b>2,788</b>	<b>2,228</b>	<b>1,830</b>	<b>656</b>	<b>0</b>	<b>22</b>	<b>180</b>	<b>7,704</b>	<b>36%</b>	<b>29%</b>	<b>24%</b>	<b>9%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>

Cancellation of Remote Learning were sent to remote learners who failed or are currently failing one or more courses:

Grade Level	# of Letters
09	69
10	62
11	42
12	35
<b>Total</b>	<b>208</b>

In order to assist our students during this difficult time, we launched the Recapture initiative to provide students the opportunity to recover credit for the Fall semester. Our Enrichment Initiative focused on improving student mastery in Certification courses, EOC, AP, TSI, PSAT, SAT, and ACT respectively. Our Career and Technical Education program continued to shine. As of December 15, 2020, 30 students had earned Non-Commissioned Security Officer Certificates and 14 HPMA student earned Certified Nurse Aide certificates.



## EOC Results

At the beginning of the 2020-2021 school year, teachers continued using formative assessments through virtual learning and spiraled frequently tested TEKS. As a result, December 2020 EOC results showed an increase in the percentage of students at Approaches, Meets or Masters compared to December 2018 with the exception of Biology.

DEC EOC	Approaches %	Meets %	Masters %	Difference
	2020/2018	2020/2018	2020/2018	
ELA1	43/14	27/7	3/0	+29
ELA2	43/12	17/0	0/0	+26
ALG1	73/12	0/0	0/0	+61
BIO	39/41	6/3	0/0	-2
USH	60/46	40/0	0/0	+14

Preliminary DMAC STAAR EOC data for Spring 2021 administration show an increase of 13 percentage points in ELA 1 & ELA 2, and 8 percentage points in US History. However, there was a decrease of 14 percentage points in Alg 1 and 15 percentage points in Biology. However, student performance levels in Meets increased anywhere from 3% to as much as 38%. Student performance levels in Masters increased from 1% - 26%. It is important to note that remote learning was still in place when students took the ELA EOC assessments. Mandatory face-to-face learning was not implemented until April 12, 2021.

EOC	2020-21	2019-20	2018-19	2017-18
ELA1	61%	COVID	46%	48%
ELA2	65%	COVID	51%	44%
ALG1	64%	COVID	75%	71%
BIO	66%	COVID	81%	75%
USH	94%	COVID	86%	61%

## Student Learning Strengths

Over the past four years, AC Jones HS has undergone changes in leadership and staff, which have contributed to the increased accountability rating of a "C", from 72 to 79 in 2019. The counseling department conducts Personal Graduation Plan meetings annually with all students beginning in the 8<sup>th</sup> grade to discuss course requests, 4-year planning, and college and career opportunities. AP and Honors course offer varied opportunities. The HPMA Magnet Academy offers enrichment to higher-performing students. The Barnhart Foundation assist with efforts in career fairs, college counseling and support, financial assistance with college books, application fees, testing fees, and scholarships. Our Career and Technical Education program continues to grow. At the end of the 2020-2021 school year, ACJ students earned 181 industry-based certifications.

In an effort to support our students, Beeville Independent School District pays for all college preparatory exams including AP, TSI, SAT, and PSAT in addition to all certification exams, and AC Jones HS is now a testing site for all testing which allows us to offer convenient school day testing which increases participation numbers.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Despite offering nine AP courses, opportunities for dual credit courses, and becoming a testing site for PSAT, SAT, ACT, and TSIA, the percentage of students meeting criteria for College Readiness is significantly lower than the state average in all categories: TSI, DC, AP, Associates Degrees. **Root Cause:** The AC Jones HS campus needs more teacher accountability standards, more student support systems and resources in preparing them for college board ,TSI exams, and AP exams, increase dual credit course enrollment , ensuring every student has a CTE program of study and a workforce certificate, and /or completion of both the college prep math and ELA classes in their senior year.

**Problem Statement 2 (Prioritized):** English 1 & 2, Algebra 1, and Biology End-of-course STAAR assessments passing rates are below the state averages for those subjects., according to TPRS 2021 Data. **Root Cause:** Tier 1 and 2 classroom instructional delivery needs improvement, academic interventions for struggling students needs to expand, and EOC prep sessions and support classes need to increase.

**Problem Statement 3:** To be in compliance with HB 4545, the ACJ campus is having to provide 322 students one extra hour of intervention per week. **Root Cause:** The learning gap for students who failed or missed a STAAR or EOC exam in reading or math last year has increased the need for more interventions.

# School Processes & Programs

## School Processes & Programs Summary

AC Jones High School continuously evaluates student needs, programs and courses of study to identify trends and expand opportunities for learning in academic and career technology education.

- Programs of study were aligned and allowed for the opportunity to offer students additional courses with certification opportunities.
- Dual enrollment Memorandums of Understanding (MOUs) with Del Mar College and Coastal Bend College continue to expose students to additional post-secondary options and offer a well-rounded, challenging curriculum.
- Recruitment, development, and growth of the Advanced Placement program is ongoing.
- College Prep Math and College Prep ELA were added to course offerings to provide students with additional opportunities to earn college career military readiness (CCMR) status.
- Professional Learning Communities are utilized to evaluate the impact of instructional strategies, evaluate assessment data, and ensure curriculum alignment.
- ACJ is a testing site for ACT, SAT, TSIA, and CNA/PCT.

AC Jones HS Career and Technical Education Program offers students opportunities for industry-based certifications in the following areas:

- Accounting and Financial Services (Intuit Quickbooks Certified User)
- Animal Science (Certified Veterinarian Assistant Level 1, OSHA 30 General)
- Construction Management and Inspection (OSHA 30 Construction)
- Cosmetology and Personal Care (Cosmetology Operator License)
- Culinary Arts (Servesafe Manager)
- Digital Communications (Adobe Certified Associate Premiere Pro)
- Emergency Services (Emergency Medical Technician Basic)
- Entrepreneurship (Entrepreneurship and Small Business Certification)
- Graphic Design and Multimedia Arts (Adobe Certified Associate Flash)
- Healthcare Therapeutics (Certified Nurse Aid/Assistant, Patient Care Technician, Emergency Medical Technician Basic, Certified Pharmacy Technician, Certified EKG/ECG Technician, Phlebotomy Technician)
- Law Enforcement (Non-Commissioned Security Officer Level II, Emergency Medical Technician Basic)
- Teaching and Training (Educational Aide I)
- Welding (AWS D1.1 Structural Steel).

In an effort to keep students on track for graduation, Incoming freshmen identified as At-Risk are enrolled in Algebra Prep Block and Practical Writing to close literacy gaps. Students who fall behind on credits can utilize our web-based credit recovery program - Odysseyware. In 2019-20, students earned 261 1st semester ½ credits and 303 2nd semester ½ credits.

ACJ Academy is our dropout prevention program that ensures graduation completion for students who are most at-risk utilizing our web-based program for both credit recovery and original credit. ACJ Academy graduates per year since 2017-18 = 30 students, in 2018-19 = 39 students, 2019-20 = 45 students, and in 200-2021 = 22 students.

## School Processes & Programs Strengths

### Professional Practices

ACJ administration provides teachers with resources and materials needed for classroom instruction by seeking teacher input and budgeting accordingly.

Campus Instructional Leadership Team (CILT) members assist administration in conducting Learning Walks to help identify instructional trends and professional development needs. Common planning periods for core content areas are embedded into the master schedule to allow for Professional Learning Communities (PLCs) to meet, disaggregate data, plan effective lessons, and create common assessments. ACJ Instructional Consultant provides on-demand professional development for new/new to BISD teachers, and any others who request/require assistance.

Honors/Pre-AP teachers attend AP Summer Institutes to build their instructional capacity. CTE teachers attend content specific training throughout the school year.

### Personnel

The teacher turn over rate affects consistent program development. BISD struggles to retain and recruit high quality educators due to limited housing opportunities and increased housing costs.

## Programs and Opportunities for Students

In 2021-2022, AC Jones High School continued as a TSI testing center. Our school counselors meet with students to identify career goals and select courses needed to fulfill that their educational pathway. Counselors guide students through the CCMR options available, and schedule on-demand TSI testing.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The ACJ dual-credit program is able to provide only one dual credit face-to-face ELA course this year. **Root Cause:** According to the 2019-20 TAPR: Campus Staff Information page 20, only 19% of ACJ staff hold Masters degrees, and those who do are not interested in teaching dual credit courses due to a CBC stipend decrease. More on-campus dual-credit courses are needed to implement a successful school-within-a school model of an Early Collegiate High School.

**Problem Statement 2 (Prioritized):** Despite offering nine AP courses, opportunities for dual credit courses, and becoming a testing site for PSAT, SAT, ACT, and TSIA, the percentage of students meeting criteria for College Readiness is significantly lower than the state average in all categories: TSI, DC, AP, Associates Degrees. **Root Cause:** The AC Jones HS campus needs more teacher accountability standards, more student support systems and resources in preparing them for college board ,TSI exams, and AP exams, increase dual credit course enrollment , ensuring every student has a CTE program of study and a workforce certificate, and /or completion of both the college prep math and ELA classes in their senior year.

**Problem Statement 3:** To be in compliance with HB 4545, the ACJ campus is having to provide 322 students one extra hour of intervention per week. **Root Cause:** The learning gap for students who failed or missed a STAAR or EOC exam in reading or math last year has increased the need for more interventions.

# Perceptions

## Perceptions Summary

ACJ uses social media platforms Twitter and Facebook, as well as the School Messenger system to communicate important information and updates with parents. Outreach efforts to disconnected parents are needed.

BISD implemented a mentor teacher program for new teachers, and ACJ has utilized this program, including assigning campus mentors and providing New Teacher PLCs in addition to departmental PLCs for all new or new to BISD teachers. The campus administration and instructional leadership team provided extensive training to all staff in the areas of remote instruction, technology, instructional best practices, formative assessment, and intervention.

Student mental health was deeply impacted by COVID and remote learning. The addition of a District-level Mental Health Case Worker was positive and supported campus counselors in their ability to provide students with the emotional support they needed to get through the school year and through summer school.

Student absenteeism continues to be an issue, especially now that students have to work to help support their families with financial or medical needs.

With the help of the Beeville ISD Police Department, the campus has implemented Threat Assessment and Crisis Management Teams that responded swiftly to students in crisis, as well as review student cases to determine their return to campus from DAEP.

## Perceptions Strengths

### Perceptions Strengths

- Relationships between students and teachers is very strong in CTE and athletic courses, and strong in core classes.
- ACJ supports new and new to BISD teachers through campus mentoring program and PLCs.
- BISD Police Department strongly supports campus efforts in providing safety and security to students and staff.
- A robust Career and Technical Education program continues to provide students with vocational skills needed for success in the workforce in every most career fields.
- The Barnhart Foundation's partnership with AC Jones HS provides academic counseling, financial, and outreach support.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Students choose employment over school which contributes to student absenteeism, increased mobility, attrition, and dropout rates. **Root Cause:** Students are having to support their families financially due to parent disability or inability to gain/maintain employment. Need to implement a Workforce Development Program to support students who need to support their families.

**Problem Statement 2:** Parental involvement in student academics and programs of study needs to increase. **Root Cause:** Parental and community involvement efforts targeting academic programs and reluctant students and families have not been systemic and widespread.

# Priority Problem Statements

**Problem Statement 1:** Attendance rate remains under the 93.4% district average. Student mobility and attrition continues to increase which also has caused a decline in enrollment.

**Root Cause 1:** Student mental health, family medical and mental health issues, academic delays due to the covid pandemic, and financial needs are causing absenteeism. This is a direct correlation to declined involvement in extra-curricular activities and increased absenteeism resulting in a loss of credit.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Despite offering nine AP courses, opportunities for dual credit courses, and becoming a testing site for PSAT, SAT, ACT, and TSIA, the percentage of students meeting criteria for College Readiness is significantly lower than the state average in all categories: TSI, DC, AP, Associates Degrees.

**Root Cause 2:** The AC Jones HS campus needs more teacher accountability standards, more student support systems and resources in preparing them for college board ,TSI exams, and AP exams, increase dual credit course enrollment , ensuring every student has a CTE program of study and a workforce certificate, and /or completion of both the college prep math and ELA classes in their senior year.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** English 1 & 2, Algebra 1, and Biology End-of-course STAAR assessments passing rates are below the state averages for those subjects., according to TPRS 2021 Data.

**Root Cause 3:** Tier 1 and 2 classroom instructional delivery needs improvement, academic interventions for struggling students needs to expand, and EOC prep sessions and support classes need to increase.

**Problem Statement 3 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

# Goals







**Goal 1:** Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available at AC Jones HS.








**Performance Objective 1:** AC Jones HS will use Professional Learning Communities (PLCs) and the Campus Instructional Leadership Team (CILT) to build instructional capacity in teachers focused on creating engaging, rigorous, and relevant lesson plans that reflect embedded intervention for at-risk students, enrichment for college, career, and military readiness, technology integration, and curriculum alignment to maximizes student learning. Teachers will continue to participate in professional development on formative assessment, questioning for critical thinking, purposeful talk, and critical writing. Trends identified in Learning Walks will be used to drive real-time professional development.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PLC agendas & sign-in sheets, CILT agendas and Learning Walks, district professional development schedules, agendas, and certificates, and RPA reports.








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly PLC meetings in core and CTE departments to promote collaboration, planning, and data analysis of student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase curriculum alignment within departments, and identify high-yield teaching strategies and processes.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum consultant, campus administrators.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a weekly intervention period targeting specific needs of individual students for either HB 4545 requirements in ELA and Math, for EOC preparedness, TSI preparation, and ACT/SAT instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> To fulfill HB 4545 requirements for students who failed STAAR/EOC ELA and Math, and better prepare students for EOC retests, TSI, and college board exams.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, curriculum consultant, and department heads.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create and implement an Early College High School within the existing campus, focusing on economically disadvantaged students dual credit course completion and provide an opportunity for completion of an associate degree and/or core class completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase dual credit enrollment, college preparedness, and campus CCMR rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CILT Team, District level administrators.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** AC Jones HS will recruit, retain and reward effective teachers, principals, and other instructional staff.

**Performance Objective 1:** AC Jones HS will identify, praise, and celebrate staff members who live by our motto - #BISDELEVATE. 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.

**Evaluation Data Sources:** Campus social media posts, monthly Trojan Awards, faculty meeting agendas, principal email messages to staff

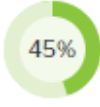






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Participate in the district's monthly Might Trojan Award to staff.  <b>Strategy's Expected Result/Impact:</b> Promote effective and dedicated teachers on campus.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Social media recognition of staff in cooperation with the district communications director.  <b>Strategy's Expected Result/Impact:</b> Promote staff accomplishments and service to the community weekly and monthly.  <b>Staff Responsible for Monitoring:</b> Principal, campus social media coordinator, BISD communications director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will participate in career fairs assigned by BISD, as well as reach out to certification programs and colleges to recruit certified teachers.  <b>Strategy's Expected Result/Impact:</b> Fill the remaining 4 teaching positions on campus.  <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, BISD Human Resource Director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 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.

**Performance Objective 1:** AC Jones HS will continue to offer TSI, PSAT, SAT, ACT and ASVAB testing to all students and expect 95% or better participation for graduating classes. 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.

**Targeted or ESF High Priority**






**Evaluation Data Sources:** Testing rates, passing rates, college board scores compiled by the counseling department, found in the TAPR and College Board reports for the campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to implement a campus-wide testing schedule for TSI and college board exams.  <b>Strategy's Expected Result/Impact:</b> Increase TSI and college board participation rates.  <b>Staff Responsible for Monitoring:</b> Testing counselor, campus administrators, and consultant.</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement targeted weekly instruction for TSI and college board exams during 9th period intervention classes.  <b>Strategy's Expected Result/Impact:</b> Increase student performance in TSI and college board exams.  <b>Staff Responsible for Monitoring:</b> Consultant, testing counselor, and principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create and implement an Early College High School Program by end of the Spring 2022.  <b>Strategy's Expected Result/Impact:</b> Increase dual credit opportunity for students, provide more rigorous instruction, and increase college readiness.  <b>Staff Responsible for Monitoring:</b> Principal, an assistant principal, a dual credit/early college counselor, and the campus consultant</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 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.

**Performance Objective 2:** Implement the 21st Century ACE Program that will target academic interventions, tutorials, make-up attendance, and make-up credit sessions.

**Evaluation Data Sources:** ACE program schedule and attendance records. ACE student grades, attendance, RPA, and finally EOC results.









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Elicit teachers into hosting academic and enrichment sessions after school so every student has access to at least one of their teachers in ACE.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase participating students grades, attendance, and assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> ACE coordinator, curriculum consultant, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 4:** AC Jones HS will provide all students a safe, drug free, environment that is conducive to learning.

**Performance Objective 1:** AC Jones HS 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.







**Evaluation Data Sources:** Campus attendance records, counseling records.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Partner with "Education To Employment" counselors <b>Strategy's Expected Result/Impact:</b> Increase student access to academic and crises counseling. <b>Staff Responsible for Monitoring:</b> E2E administrator, campus crises counselor  <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase campus security with continues collaboration with BISD PD to ensure safety and security for all students. <b>Strategy's Expected Result/Impact:</b> Decrease criminal incidents, traffic violations, and disturbances on campus, and increase security at campus events and school-sponsored activities. <b>Staff Responsible for Monitoring:</b> Campus administrators and BISD Chief of Police.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement student incentives for attendance, including weekly drawings, and social events as rewards for individuals and classes. <b>Strategy's Expected Result/Impact:</b> Promote attendance among students <b>Staff Responsible for Monitoring:</b> Principal, campus administrators.  <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a comprehensive attendance make-up initiative for every student who falls below 90% attendance. <b>Strategy's Expected Result/Impact:</b> Increase attendance by individual students through attendance counseling/consequence meetings. <b>Staff Responsible for Monitoring:</b> Assistant Principal, District Truancy officer, and ACE campus coordinator  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** AC Jones HS will collaborate with parents and community to inspire students to be bold, innovative leaders.

**Performance Objective 1:** AC Jones HS will conduct showcases to promote Career and Technical Education programs of study, campus academic programs, including the Early College High School, the ACE Program, the Barnhart Scholarship Program, graduation and post-secondary preparation.






**Evaluation Data Sources:** Event agendas, flyers, attendance lists, from the various entities involved in planning and hosting.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ACJ will continue with PGP meetings with current 8th grade students, facilitate the 8th grade campus tour, general presentations of campus information to all students, and a marketing campaign for the incoming cohort of 8th graders into the Early College High School Program.</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ACJ will continue to collaborate with CBC with dual credit and ECHS informational meetings, the Joe Barnhart Scholarship Program to offer career fairs, college visits, and FASFA nights, as well as coordinate the effort with parental involvement activities from the ACE and CIS programs.</p> <p><b>Strategy's Expected Result/Impact:</b> A positive and informative public perception of the campus' outreach programs, resulting in more parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus counselors, JBH Director, the ACE and CIS coordinator, and principal.</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** AC Jones HS will collaborate with parents and community to inspire students to be bold, innovative leaders.

**Performance Objective 2:** AC Jones HS will increase parent involvement, promote a positive campus perception, and out-reach efforts to students At-Risk.






**Evaluation Data Sources:** Parental involvement event agendas, sign-in's, event attendance records, At-Risk student attendance and grade reports. Barnhart, E2E, and campus counselor records.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** AC Jones HS will collaborate with parents and community to inspire students to be bold, innovative leaders.

**Performance Objective 3:** Implement Communities In Schools Program on the campus and provide more student services and counseling.

**Evaluation Data Sources:** CIS agendas, services, events, and individual student service summary reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The CIS program will collaborate with the crises counselor, campus counselors, the ACE Program, Barnhart Foundation, and the E2E staff to promote and host campus-wide parental involvement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support services for students and parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Guadalupe Martinez	ACJ Principal
Administrator	Ben Barris	assistant principal - attendance, AP program, campus logistics, math dept
Non-classroom Professional	Kelly Billington	Campus Curriculum consultant
Parent	Kimberly Hutchins	
Business Representative	Michael Silvas	
Classroom Teacher	Clarissa Luera	ELA dept head
Classroom Teacher	Gary Richards	AP Calculus/ Math Teacher
Classroom Teacher	Teresa Kozar	CTE teacher
Classroom Teacher	Kevin Langley	Sped teacher/dept head
Non-classroom Professional	Zonia Rodriguez	Campus counselor, testing & ECHS