



Ben Bolt-Palito Blanco Independent School District

District Name

Mission Statement

Ben Bolt-Palito Blanco Independent School District's Mission Statement

Ben Bolt-Palito Blanco High School's Mission Statement

The mission of Ben Bolt-Palito Blanco High School is to assure that all students acquire knowledge and develop skills and work habits to enable them to be productive members of society. This mission will be accomplished by setting clear expectations for success for all students, providing sufficient time for teaching and learning, ensuring a safe and orderly environment by monitoring students' progress through continuous assessment and establishing effective home-school communication.

Ben Bolt-Palito Blanco High School Campus Improvement Plan

2015 - 2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Ben Bolt-Palito Blanco High School conducted a comprehensive needs assessment for the 2014-15 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Ben Bolt-Palito Blanco High School include 23.6 teachers, 3 paraprofessionals, and 1 administrators. The student population is 0% African American, 87.2% Hispanic, 10.8% White, 1.5% American Indian, 0% Asian, 0% Pacific Islander, 0% Two or More Races. Additionally, the campus serves 70.9% economically disadvantaged students, 6.4% special education students, and 1% Limited English Proficient students. Attendance rate of 92.4% which include n/a% African American, 92% Hispanic, 93.1% White, and 92.1% economically disadvantaged. The most current data indicate the campus has a 12.8% mobility rate.

The following data were reviewed in relation to campus demographics:

Texas Academic Performance Report (TAPR) 2013-2014 Report, DMAC, TAKS/STAAR Scores, ACE Program Surveys

Upon review of these data, several findings were noted. These findings include:

The committee discovered that Professional Learning Communities should be established. This consists of all teachers, staff, directors and administrators work together for the interest of our students in having them be academically successful. Communication between departments, administration, central office and school board should be open to resolve issues and exchange ideas that address the needs of our students.

Areas of need include:

Better Communication between departments, administration, central office and school board and better alignment of district goals and practices throughout the District.

Student Achievement

The following data were reviewed in relation to Student achievement:

AEIS 2013-2014 report, ACE Program Surveys, 2014 - 2015 TAKS/STAAR Scores, Six Weeks Grades, Attendance Reports, Discipline Reports

Upon review of these data, several findings were noted. These findings include:

A majority of the students are highly motivated and show maturity as they progress. A large number of students participate in extra-curricular activities. Our school counselor provides needed support in assessments which provides quick analysis and feedback. Students have the academic stamina to stay on task and complete their work. CBA scores have improved and Exit Level Math TAKS curriculum is on target and produces high mastery performances above state average. This school year there has been an improvement in student attendance. BB-PB High School met standard in the 2014 state accountability system and has been removed from school improvement

Areas of need include:

At 9th grade level, students require intense remediation of foundational math and reading with many students undisciplined and unprepared for class. The campus should offer courses on how to study to improve retention of information and improve test scores. The high school is incorporating AP classes for the 2015 - 2016 school year in order to create a more diverse and challenging curriculum for ALL students. The expansion of career and technology courses to address community needs is also to be included in course design.

School Culture and Climate

The following data were reviewed in relation to School Culture, Climate, and Organization:

2014 - 15 ACE student, parent and teacher surveys, 2013-2014 AEIS Report

Upon review of these data, several findings were noted. These findings include:

BB-PB High School has a 66% teacher retention rate with 92% of staff stating that they feel our school is a safe place. Our students that were surveyed stated that 98% feel safe and the school is drug free. Our parents surveyed said that 92% felt the school is safe and drug free. Our students said that 76% enjoyed coming to school and 89% of the parents surveyed said they felt welcomed at school. Our parents also stated that 92% are provided that needed information about their students.

Areas of need include:

A career mindset needed for the students to see the relevance between what happens in class and how that translates into job performance. Parents are requesting more teacher contact with teachers regarding their students. Technology is outdated with computers over 10 years old. Improve training to parents and teachers to use and have easy access to EChalk. Use more social media as a form of communication for school and community.

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

2013-2014 AEIS Report, ACE Teacher Survey

Upon review of these data, several findings were noted. These findings include:

Our staff meets the highly qualified teachers standard by 100% rating. The teacher/student ratio is lower than district and state. The English Department teachers are training to be ESL Certified and all teachers will be trained in ELPS and PLD's by the end of Fall 2013. Teachers are preparing ESL waiver to TEA while ELA teachers challenge the ESL exam.

Areas of need include:

All teachers should be ESL Certified. The ELA and Science department student/teacher ratio is too high and all teachers need the 6 hour yearly GT updates. Need more staff trained to assist our ESL student population. The campus should purchase Rosetta Stone or other language acquisition program for ESL students. Teacher salaries are below salaries of surrounding districts.

Curriculum, Instruction and Assessment

The following data were reviewed in relation to Family and Community Involvement:

2013-2014 AEIS Report, 2013-TAKS/STAAR scores, 2013 1st six weeks grades, 2013 Attendance reports, 2013 Discipline reports

Upon review of these data, several findings were noted. These findings include:

One hundred percent of core teachers are following **TEKS Resource System** curriculum. CBA's are given each 6 weeks and as semester average. The average service time to the district for teachers is 6.4 years. DMAC test banks used as assessments, and technology is being implemented into the curriculum.

Areas of need include:

Updated technology is needed with many computers too old to handle new software. The campus library needs updated books and resources. Teachers need campus wide professional development on reading strategies. STAAR One and DMAC test data base for additional rigor and complexity needed to align to the new STAAR/EOC exam. More classroom manipulatives and updated equipment needed.

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

2014-2015 School Calendar, sign in sheets "Meet the Teacher" **2014** ACE Student, Parent, Teacher Surveys

Upon review of these data, several findings were noted. These findings include:

Parent activities are being provided through ACE Program with aid of Community Action Corporation of South Texas. Athletic and Band Booster club active and providing extra funding for their programs. Campus provides needed information to parent through open house, "Meet the Teacher," Parent Luncheon during Thanksgiving, Financial Aid Night, Registration, and Testing Information Night and school web site facebook.

Areas of need include:

Establish a PTA or PTO. Campus needs more parental involvement for afterschool activities. Need to update student files with current parent numbers and cell numbers and e-mail addresses. We must utilize social media to disseminate information and need more parents to volunteer in both academic and extracurricular activities.

School Context and Organization

The following data were reviewed in relation to Family and Community Involvement:

2014 ACE Surveys, ACE Program Data, SBDM

Upon review of these data, several findings were noted. These findings include:

Mentor teachers are provided each year for first year teachers and new teachers to the district.

Areas of need include:

The campus must establish a Professional Learning Community with teachers, students and parents working together to improve student achievement. Departments need collaborative planning time and time for vertical alignment planning on early release dates. Teachers wish to have better communication without school board. The campus needs more drills to prepare for different emergencies. The campus needs to add Pre-AP classes for 9th and 10th grade.

Technology

The following data were reviewed in relation to Family and Community Involvement:

2014 Inventory Sheets

Upon review of these data, several findings were noted. These findings include:

Teachers are provided inservice training on technology. Smartboards are provided in classrooms. Campus needs to short throw projectors for core area teachers to allow better use of smartboard. All teachers have a computer in their class. Math classes are provided with ASCEND and Study Island software to integrate math technology into the classroom.

Areas of need include:

Many of the campus computers are over 10 years old. Teachers need Smartboard training. EChalk accounts need to be set for students and teachers. Technology department needs to be adequately staffed. The campus library needs to update their technology.

**Ben Bolt-Palito Blanco High School
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	BB-PB High School Met Standard in the 2015 State Acoountability System and has been formally removed from the School Improvement .	Met Standard
		Writing	No further Improvement Plan of DCSI is required	Met Standard
		Math		Not rated
		Science		Met Standard
		Social Studies	BB-PB High School achieved the Distinction Designations Rating in 2014	Met Standard
	Subgroups	All		
	Social/ Emotional	Discipline		
Extracurricular				
Teachers	Professional Development			
	New Staff			
	Retention			
	Qualifications			
Parents	Participation			
	Communication			

2015 - 16 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Ben Bolt- Palito Blanco High School will provide an enviroment conducive to student learning and employee effectiveness including how the areas address quality teaching and learning.

Formative Evaluation:

Ben Bolt-Palito Blanco High School will establish a Professional Learning Community with students, parents and teachers to assist with successful student achievement.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Improve Exit-TAKS scores in all subjects for Exit Level students by having students attend ACE afterschool program and remediation classes		All Students	ACE Coordinator, Principal, Counselor, Teachers	ACE Program	September 2015- May 2016
2 Improve EOC/STAAR exam scores in all subject areas for 9th, 10th and 11th grade levels by having students attend ACE program.		All Students	ACE Coordinator, Principal, Counselor, Teachers	ACE Program	September 2015- May 2016
3 Improve 6 weeks passing rate by having students that are failing in their subject areas attend ACE program homework help.	Varies	All Students	ACE Coordinator, Principal, Counselor, Teachers	ACE Program	September 2015- May 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Establish professional learning community.		Administration and Teachers	Administration and Teachers	Campus Budget	2015-2016
2 Departments will be provided collaborative planning time to ensure the proper alignment of all curricullum to assessments for the school year.		Administration and Teachers	Administration and Teachers	Campus Budget	2015-2016
3 The district will provide vertical alignment meetings during early realease dates to ensure that C-SCOPE is aligned to EOC/STAAR exams.		Administration and Teachers	Administration and Teachers	Campus Budget	2015-2016
4 Staff would be available to provide input and information to school board for better communication.		Administration, Teachers, and School Board	Administration and Teachers	Campus Budget	2015-2016
5 Mentor teachers will be provided for all new staff members.		Administration and Teachers	Administration and Teachers	Campus Budget	2015-2016
6 Students will have access to homework help tutorials and enrichment activities provided by the ACE program.		All Students	Administration, Teachers, and ACE Program	ACE Program	2015-2016
7 Campus will establish and conduct a SITE BASED DESICION MAKING Team with meetings to address campus issues, staff development and campus needs for the school year.		SBDM Team	SBDM Team	SBDM Team	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
8 Campus SBDM Team will attend the District SBDM Team meetings to address District wide issues.		SBDM Team	SBDM Team	SBDM Team	2015 -2 016
9 The Campus will update parental information phone numbers, addresses, cell phones, and email of student's parents enrolled in the campus.		Parents	Administration	Campus Budget	2015-2016
10 At the end of each Progress Report teachers are directed to establish parental contact of all failing students via phone call, conference, or home visit.		All Students and Parents	Teachers	Campus Budget	2015-2016
11 Campus will host Open House, Senior Transition Night, Registration, Testing Information Night, and Meet the Teachers to establish parental contact and provide information to parents.		Parents	Administration and Teachers	Campus Budget	2015-2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Campus will establish a SHAQ Team for the school year.		Parents	Administration and Parents	Campus Budget	2015-2016
2 ACE Program will include parental activities with the assistants of Community Action Corporation of South Texas.		Parents	Administration and Parents CAC of South Texas	ACE Program	2015-2016
3 Athletic and Band Booster Clubs will increase their membership for the school year by conducting activities involving parents, students, and teachers.		Parents, Students, and Teachers	Administration, Teachers, and Parents	Athletic and Band Booster Club Budgets	2015-2016
4 The Campus will utilize social media to disseminate information to parents.		Parents, Students, and Teachers	Administration, Teachers, and Parents	Campus Budget	2015-2016

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: Student Safety

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Ben Bolt-Palito Blanco High School will maintain and improve its good record of school safety and violence prevention.

Formative Evaluation:

Implement and monitor the school wide safety and security plan.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 All students enrolled in any extra curricular activity (band, sports, etc.) will participate in the campus day screening program including students with parking permits. Random drug testing will conducted throughout the school year	VP	All students in extra curricular activities and with parking permits	Athletic & Band Director, Ag Teacher, Principal, Counselor	Campus Budget, Drug Screening Agency	Aug 2015- June 2016
2 Implementation of Supervision Duty Stations Reimplemntation of the job for all grade levels for life skillers.	VP	All Students	Teachers, Counselor, Principal, Site Coordinator	Staff, Duty Roster	Aug 2015-June 2016
3 Implementation of Student Code of Conduct. Follow levels of consequences for each infraction. Each incident documented by referral and parent contact. Students with violation should be replaced in (DAEP, ISS) not the classroom setting with general population.	VP	All Students	Principal, Staff, ACE & PEIMS Coordinator	Campus Budget, ACE Program, Student Code of Conduct	Aug 2015-June 2016
4 Implement and monitor the school wide safety and discipline plan.	VP	All Students	Principal, Staff, ACE & PEIMS Coordinator	Campus Budget, ACE Program, Student Code of Conduct	Aug 2015-June 2016
5 Conduct monthly fire drills.	VP	All Students	Principal, Staff, ACE & PEIMS Coordinator	Campus Budget, ACE Program, Student Code of Conduct	Aug 2015-June 2016
6 Conduct bus evacuation and lock down drill twice a year during the school year	VP	All Students	Principal, Staff, ACE & PEIMS Coordinator	Campus Budget, ACE Program, Student Code of Conduct	Fall 2015- Spring 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Conduct monthly fire drills.		Teachers	Principal, Counselor	Campus Budget	2015-2016
2 Conduct bus evacuation and lock down drill twice a year during the school year		Teachers	Principal, Counselor, Transportation Director	Campus Budget	2015-2016
3 Conduct emergency drills such as lockdowns, bad weather and evacuate the campus. Needs to be practiced more.		Teachers	Principal, Counselor, District Chief of Police	Campus Budget	2015-2016

Parents					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Notify parents through campus web page of when emergency drills have occurred and the outcome.		Parents	Principal, Counselor	Campus Budget	2015-2016

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: Attendance

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Ben Bolt-Palito Blanco high school will ensure that students understand the importance of attending school regularly and completing high school.

Formative Evaluation:

For 2014-2015 the ADA student attendance will be above 95%.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1		Students	Administration	Activity Funds	2015-2016
2		Students	Administration	Activity Funds	2015-2016
3		Students	Administration	TeXIS Data, Attendance Committee	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1		RSCCC Attendance Reports	PEIMS Coordinator Principal Attendance Committee	Attendance Reports	2015-2016
2		RSCCC Attendance Reports	PEIMS Coordinator Principal Attendance Committee	Attendance Reports	2015-2016
3		RSCCC Attendance Reports	PEIMS Coordinator Principal Attendance Committee	Attendance Reports	2015-2016
4		RSCCC Attendance Reports	PEIMS Coordinator Principal Attendance Committee	Attendance Reports	2015-2016
5		RSCCC Attendance Reports	PEIMS Coordinator Principal Attendance Committee	Attendance Reports	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
6		Teachers	PEIMS Coordinator, Principal	Attendance Reports	2015-2016
All teachers will post their 2nd period attendance from 9:30am to 9:45am. No tardies will be posted for 2nd period					

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1		All students	Principal, Campus Secretary	TeXIS Attendance	2015-2016
Campus Secretary will call the parents of students that are absent during advisory period to ensure the parent is aware of the students absence. Principal will implement incentive program for attendance throughout the 2015 – 2016 school year.					
2		All students	Principal, Campus Secretary	TeXIS Attendance	2015-2016
Parents will be notified of student's absence or tardy by letter each time they are tardy and when absences exceed 3.					
3		All students	Principal, Campus Secretary, Attendance Committee	TeXIS Attendance	2015-2016
Attendance hearings are held with students, parents and attendance committee to review attendance record and determine if truancy charges will be filed					

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: College and Career Readiness

District Priority: Help students plan for life beyond graduation (1B-7)
Campus Performance Objective: Ben Bolt-Palito Blanco High School will identify areas of improvement to better prepare students for college and careers.
Formative Evaluation: Increase the number of students enrolled in post graduate (dual credit) schools for college and careers.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Increase the number of Juniors/Seniors enrolled in dual credit courses.		Juniors/Seniors	Principal and Counselor	ACE Program and Campus Budget TRIO	2015-2016
2 Utilize Counselor to assist students in filling out ACT/SAT forms, FAFSA and college admissions through the English classes.		Juniors/Seniors	Principal, Counselor and English Teachers	ACE Program and Campus Budget TRIO	2015-2016
3 Senior Day to promote Seniors into Higher Education or Military Service.		Juniors/Seniors	Principal and Counselor	ACE Program and Campus Budget	2015-2016
4 Seniors attend College field trips with visit to different campuses to encourage students to attend that college/university		Juniors/Seniors	Principal, Counselor and TRIO	ACE Program and Campus Budget	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Utilize Counselor to assist students in filling out ACT/SAT forms, FAFSA and college admissions through the English classes.		Juniors/Seniors	Principal, English Teacher and Counselor	ACE Program and Campus Budget	2015-2016
2 Counselor provide a monthly newsletter that provides vital information for Juniors and Seniors		Juniors/Seniors	Principal, Curriculum Director and Counselor	ACE Program and Campus Budget	2015-2016
3 Provide students with visits to college campuses to review and possible registration to colleges and universities.		Juniors/Seniors	Principal and Counselor	ACE Program and Campus Budget	2015-2016
4 Distribute scholarship information to all Seniors that are enrolled in ACT/SAT classes.		Juniors/Seniors	Principal, English IV Teacher and Counselor	ACE Program and Campus Budget	2015-2016

Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parents provided information on financial aid, registration on Financial Aid Night		Parents, students	Principal, Counselor, Parents	U.S. Department of Education	2015-2016

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: Science

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
5	Hispanic							
5	Am. Indian							
5	African Am.							
5	Pac. Islander							
5	Two or More							
5	Eco. Dis.							
5	LEP Current							
8	Hispanic							
8	Am. Indian							
8	African Am.							
8	Pac. Islander							
8	Two or More							
8	Eco. Dis.							
8	LEP Current							

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

Ben Bolt-Palito Blanco High School will meet the standards for Recognized performance on TAKS/STAARS

Formative Evaluation:

As measured by TAKS/STAAR 2014, Science Scores will increase to 90% and above in all student groups. Additionally, the Hispanic group will increase to 90% and above and the Economically Disadvantaged group will increase to 90% and above.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Science pullouts for students needing extra help. Pullouts for Special Education students will be included.		All Students	Teachers ACE Site Coord. Curriculum Coord. Special Ed. Principal, Counselor	TAKS/STAAR material, Elective teacher class time	Feb 2015- May 2016
2 Science TAKS/STAAR camps grades 9-112scheduled for students placed in groups according to TAKS/STAAR scores		All Students	Teachers, Counselor, Principal	Campus budget, Planning, TAKS/STAAR scores, SE & TEKS Objectives	Feb 2015- May 2016
3 Inform parents on progress of students by progress reports.		All Students, Parents	Teachers, Counselor, Principal	Parent logs, Progress reports	2015-2016
4 Inform parents of students failing at progress report time (3rd week of six weeks) via phone call, e-mail, teacher parent conference		All Students, Parents	Teachers, Counselor, Principal	Parent logs, Progress reports	2015-2016
5 Technology Implementation by using higher levels of technology (Smart boards, calculators)		All Students	Teachers, Counselor, Principal	Six weeks grades, progress reports, TAKS/STAAR scores	2015-2016
6 Added instruction with the use of Study Island by using computer lab and the use of laptops wireless internet		All Students	Teachers, Counselor, Principal, Library Aide	Six weeks grades, progress reports, TAKS/STAAR scores	2015-2016
7 Implement Echalk accounts for students and teachers to inform of progress, assignments and grades to all students and parents		All students, teachers and parents	Teachers, Counselor, Principal, district Technolog Coord.	Six weeks grades, progress reports, TAKS/STAAR scores	2015-2016
8 Training for Science teachers in all areas that include the implementation of technology inot the classroom		Teachers	Teachers, Counselor, Principal, district Technolog Coord.	Student academic performance	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Implement Echalk accounts for students and teachers to inform of progress, assignments and grades to all students and parents		All students, teachers and parents	Teachers, Counselor, Principal, district Technolog Coord.	Six weeks grades, progress reports, TAKS/STAAR scores	2015-2016
2 Training for Science teachers in all areas that include the implementation of technology inot the classroom		All students, teachers and parents	Teachers, Counselor, Principal, district Technolog Coord.	Six weeks grades, progress reports, TAKS/STAAR scores	2015-2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Inform parents on progress of students by progress reports.		All Students, Parents	Teachers, Counselor, Principal	Parent logs, Progress reports	2015-2016
2 Inform parents of students failing at progress report time (3rd week of six weeks) via phone call, e-mail, teacher parent conference		All students, teachers and parents	Teachers, Counselor, Principal, district Technologist	Parent logs, Progress reports	2015-2016

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: Mathematics

STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	Hispanic							
3	Am. Indian							
3	African Am.							
3	Pac. Islander							
3	Two or More							
3	Eco. Dis.							
3	LEP Current							
4	Hispanic							
4	Am. Indian							
4	African Am.							
4	Pac. Islander							
4	Two or More							
4	Eco. Dis.							
4	LEP Current							
5	Hispanic							
5	Am. Indian							
5	African Am.							
5	Pac. Islander							
5	Two or More							
5	Eco. Dis.							
5	LEP Current							
6	Hispanic							
6	Am. Indian							
6	African Am.							
6	Pac. Islander							
6	Two or More							
6	Eco. Dis.							
6	LEP Current							

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
7	Hispanic							
7	Am. Indian							
7	African Am.							
7	Pac. Islander							
7	Two or More							
7	Eco. Dis.							
7	LEP Current							
8	Hispanic							
8	Am. Indian							
8	African Am.							
8	Pac. Islander							
8	Two or More							
8	Eco. Dis.							
8	LEP Current							

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

Ben Bolt-Palito Blanco High School will meet the standards for Acceptable Academic Performance for Math on TAKS/STAAR exams.

Formative Evaluation:

As measured by TAKS/STAAR 2014, math scores taken from 2014 will increase to 80% for the category of all students, Hispanic group will increase to 80% or more and the Economically Disadvantaged group will increase to 80% or more.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
2		All Students			
3		All Students	Administration, Curriculum Director, Teachers	TEKS, CSCOPE, DMAC benchmarks	Aug 2015-June 2016
4		All Students	Administration, Curriculum Director, Teachers	TEKS, CSCOPE, DMAC benchmarks	Aug 2015-June 2016
5		All Students	Administration, Curriculum Director, Teachers	TEKS, CSCOPE, DMAC benchmarks	Aug 2015-June 2016
6		All Students	Administration, Curriculum Director, Teachers	TEKS, CSCOPE, DMAC benchmarks	Aug 2014-June 2015
7		All Students	Administration, Curriculum Director, Teachers	TEKS, CSCOPE, DMAC benchmarks	Aug 2015-June 2016
8		All Students	Administration, Curriculum Director, Teachers	TEKS, CSCOPE, DMAC benchmarks	Aug 2015-June 2016
9		All Students	Administration, Curriculum Director, Teachers	TEKS, CSCOPE, DMAC benchmarks	Aug 2015-June 2016
10		All Students	Administration, Curriculum Director, Teachers	TEKS, CSCOPE, DMAC benchmarks	Aug 2015-June 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1		Teachers	Teachers, Principal, Curriculum Director	Campus budget	2015-2016
2		Teachers	Teachers, Principal, Curriculum Director	Campus budget	2015-2016
3		Teachers	Teachers, Principal, Curriculum Director	Campus budget	2015-2016

Parents					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Keep parents up to date on progress of students by making contact (phone calls, e-mails, grade online)		Parents	Teachers	Progress reports	2015-2016

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: Reading/English Language Arts

STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	Hispanic							
3	Am. Indian							
3	African Am.							
3	Pac. Islander							
3	Two or More							
3	Eco. Dis.							
3	LEP Current							
4	Hispanic							
4	Am. Indian							
4	African Am.							
4	Pac. Islander							
4	Two or More							
4	Eco. Dis.							
4	LEP Current							
5	Hispanic							
5	Am. Indian							
5	African Am.							
5	Pac. Islander							
5	Two or More							
5	Eco. Dis.							
5	LEP Current							
6	Hispanic							
6	Am. Indian							
6	African Am.							
6	Pac. Islander							
6	Two or More							
6	Eco. Dis.							
6	LEP Current							

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
7	Hispanic							
7	Am. Indian							
7	African Am.							
7	Pac. Islander							
7	Two or More							
7	Eco. Dis.							
7	LEP Current							
8	Hispanic							
8	Am. Indian							
8	African Am.							
8	Pac. Islander							
8	Two or More							
8	Eco. Dis.							
8	LEP Current							

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

As measured by TAKS/STAARS 2014, writing and English Language Arts TAKS/STAARS scores will increase by 1% above the 2013 TAKS scores for all students, Hispanics and the ECO students.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 EOC classes will be available for the students in need of remediation. In lieu of semesters w/o a reading lab, focus will be on passage analysis using teacher strategies that enhance students higher order skills. After school program		Those that have not passed STAAR (Sophomore-Seniors)	Paraprofessionals English Teachers Site Coordinator	Reading I Curriculum Reading II Curriculum English Classes	2015-2016
2 Enrichment - Emphasize the higher-order thinking skills in Bloom's taxonomy; specifically synthesis, evaluation, analysis, judgment		All Students	Teacher	English Classes Sponge Activities	2015-2016
3 Teachers will attend workshops featuring TEKS-based curriculum/writing.			Teacher, Curriculum Director and Principal	STARR Curriculum Facilitators	2015-2016
4 Analysis of a passage; student uses critical reading skills: After reading a short passage the student is asked to draw it. Brainstorming would result in a list based on setting, character, motivation, plot elements in order to correlate elements to the art piece.		All Students	Teacher	Student Passages from various texts. Passages accessed periodically and journals/comp notebooks.	2015-2016
5 To improve short answer questions stress APE method and provide questions in this format for every prose piece read in class, making sure to include compare & contrast between two passages.		All Students	Teacher	Textbook and selected passages	2015-2016
6 Write Self-Reflection Essays and papers based on various themes as they relate to the individual culture and/or society.		All Students	Teacher	Student Writing Journals	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Teachers will attend workshops featuring STAAR-based curriculum/writing.			Teacher, Curriculum Director and Principal	STAAR Curriculum Facilitators	2015-2016
2 ELA Consultant will work with teachers in areas such as classroom management, planning, instruction and assessment		ELA Teachers	Teacher, Principal and ELA Consultant	Campus budget	2015-2016

Parents					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parents informed on progress of students via phone call, teacher/parent confrence, e-mail, home visit		Parents	Teachers, Principal	Gradebook, PEIMS	2015-2016

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: Writing

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
4	Hispanic							
4	Am. Indian							
4	African Am.							
4	Pac. Islander							
4	Two or More							
4	Eco. Dis.							
4	LEP Current							
7	Hispanic							
7	Am. Indian							
7	African Am.							
7	Pac. Islander							
7	Two or More							
7	Eco. Dis.							
7	LEP Current							

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus: Social Studies

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
8	Hispanic							
8	Am. Indian							
8	African Am.							
8	Pac. Islander							
8	Two or More							
8	Eco. Dis.							
8	LEP Current							

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

As measured by TAKS 2014, Social Studies TAKS and EOC scores will increase by 1% above the 2014 TAKS and EOC scores for all students, Hispanics and the Economically Disadvantage students

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Students will create Timelines focusing on historical blocks of time		All Students	Students, Teacher	Curriculum, campus funds	2015-2016
2 Technology implementation will be created by setting up e-mail accounts for all students		All Students	Students, Teacher	Campus Funds, Computer lab	2015-2016
3 Students will regularly create projects incorporating higher level thinking, writing and presentation of EOC objectives.		All Students	Students, Teacher	Curriculum, Campus Funds	2015-2016
4 G/T students will receive appropriate and challenging differentiation of curriculum.		G/T Students, All Students	Students, Teacher	Curriculum, Campus Funds	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Social Studies teachers will attend TEKS based curriculum workshops and EOC workshops focusing on higher-order and EOC formatted questions.		Teachers	Social Studies Teachers	Region II ESC Campus Funds \$1300.00	2015-2016
2 Social Studies teachers will conduct mini-camps to help assess student's readiness to take the EOC test.		Teachers	Social Studies Teacher Counselor Curriculum Coord.	C-Scope	2015-2016
3 Campus will upgrade and increase the number of computers in the classroom		Teachers	Principal, Curriculum Director	Campus budget	2015-2016
4 Campus will acquire short throw projectors to maximize Smart Board effectiveness		Teachers	Principal, Curriculum Director	Campus budget	2015-2016
5 Campus will acquire class room sets of student hand held device for the use of the smart board		Teachers	Principal, Curriculum Director	Campus budget	2015-2016
6 Campus will create PreAp classes for freshmen and sophomores		Teachers	Principal, Curriculum Director	Campus budget	2015-2016
7 Campus will continue with dual credit US History offerings for juniors and increase the number of students enrolling		Teachers	Principal, Curriculum Director	Campus budget	2015-2016

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parents will be contacted each third week of the six weeks with progress reports of the academic performance of their child		Parents, students	Administration, Teachers	Progress reports, gradebook	2015-2016
2 Parents will be contacted if their child is failing by the 4th week of the six weeks following progress report via phone call, teacher/parent conference, e-mail or home visit		Parents, teachers	Administration, Teachers	Progress reports, gradebook	2015-2016

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus:

District Priority:

Campus Performance Objective: BB-PB High School will meet the standards for Acceptable performance on TAKS/STAARS.

All Sub groups will meet 80% of the State Standard or exceed on TAKS/STAARS in all areas tested.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Met with teachers and staff to review the 2014 STAAR Results. Break down the strength and weakness for the students on campus by subjects.		All Staff and Students	Principal used the DMAC computer based program Higher Ed Coordinator	District Budget Campus Budget DMAC Data	2015-2016
2 Benchmarking will be done in November, and February to determine the needs of each student.		All Students	Facilitators, Teachers, and Administrators	Release STAAR test TEKS Curriculum Guide	2015-2016
3 Benchmark tests will be used to assess students at each grade level and it will reflect the TEKS skills and objectives taught and learn during each grading period.		Administrators, Teachers and Curriculum Director	Questions and problems will be compiled from the TAKS release test. Core Teachers will be responsible for creating test with specific test items.	Campus Budget, ELA & Math Consultants	2015-2016
4 Math, Social Studies, ELA, Science Teachers, Facilitator, and Administrator will be evaluating data from the process manager/DMAC database allowing for students to receive instruction specific to their needs.		Core Teachers	Teacher, Facilitator Administrator and High Ed Coordinator	Budget \$1500.00	2015-2016
5 Students in need of additional TAKS remediation will be placed in TAKS class.		EOC Students	Counselor, Teacher and Administrator	EOC Teachers	2015-2016
6 After school tutoring will be mandatory for students in need of /EOC instruction or lack of success in EOC objectives. Teachers will contact parents and set scheduled tutoring time for students that are failing.		EOC Students and Parents	Teacher and Administrator Counselor	Core Teachers	2015-2016

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
7 C-Scope and other EOC focused instructional materials will be used to provide student success.		Teachers and EOC Students	Teachers and Facilitators	Grade Reports Campus Budget, Academic Consultants	2015-2016
8 Parent Meeting will be held in order to communicate important information on EOC Benchmark results. Incentives will be provided to encourage students to do well. Information to parents on TAKS/EOC camps with dates and times.		Parents	Administrators and Teachers	Budget Incentive for Student Success	2015-2016
9 Math Teachers reviewed TEKS, CSCOPE & sequence, unit plans for 1st Semester.		Math Teachers	Math Coach Teachers Principal	CSCOPE ESC 2	2015-2016
10 Teachers will develop common assessments and analyze assessment data to adjust instruction and monitor learning to provide timely interventions.		Special Ed Teachers Students Special Ed Students	Math Consultant, Teachers Principal	Planning Instructional Materials Clickers	2015-2016
11 Math Pullouts for students needing extra help. Pullouts for Special Ed students will be included		EOC & ELA Students	Math Consultatn, Teachers Counselor Sp. Ed. Teacher Inst. Aides	STAAR Materials time during elective Classes Teacher stipend to pay for extra time	2015-2016
12 Place Sophomores who have not met expectations on Math, ELA in a EOC class for the second semester. Grades will be in accordance to local grading policy			Consultant Teacher Counselor Principal	TAKS/EOC Scores	2014-2015
13 Place Juniors and Seniors who have not met expectations on Math in a class. In addition, the Juniors that are in this tier will be enrolled in Math Models		Juniors and Senior Math Students	Coach Teacher Counselor Principal	STAAR Scores	2015-2016

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
14 5 day Teacher Staff development on instructional strategies (curriculum writing, descriptive feedback improving unit plans, classroom mgt., use of technology to improve student performance on TAKS/EOC		All Teachers	Principal Coaches Teachers	Campus funds	2015-2016
15 EOC Camps Grades 9-10 scheduled for students placed in groups accordingly to EOC scores		EOC Students	Counselor Math,ELA Consultants Teacher Principal	Campus funds Common planning EOC scores Objectives of students in the class	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus:

District Priority:

Campus Performance Objective: Raise the Special Ed Scores in each area by the minimum state standard.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Inclusion of Special Education students to regular classes. Expose regular TEKS to Special Ed. students. Education Assistance staff also needs training or refresher course with working with at risk/special needs students.			All teachers Special Ed. Teacher Special Ed. Director Special Ed. Diagnostician Principal Curriculum Director	Staff Development Teaching materials CSCOPE	2015-2016 Six Weeks
2 Provide refresher staff development on Higher Order Thinking and Questioning skills, Differentiated Instruction and development on the Inclusion Instructional Model. Special ED Students need to follow the Intervention/CM Resources properly and regularly to meet goals.			Superintendent, Curriculum Director, Principal	Materials/supplies: Presentation Handouts, Fiscal state/local funds Personnel:ESC2 and Area Consultants	Initial: 8/2015 Interim: 1/2016 Final: 5/2016
3 Provide staff development utilizing research based strategies and differentiated instruction. Provide staff development opportunities on documentation procedures for RTI.			Superintendent, Curriculum Director Principal Special Ed. Diagnostician	Materials/supplies: ESC Staff Development Calendar, handouts, sign-in sheets. Fiscal state/local funds	Initial: 8/2014 Interim: 1/2016 Final: 5/2016
4 Monitor assessment through lesson plans review, review of assessment instruments and classroom observations. Need Alternate STAAR Training for new testing procedures.			Superintendent, Curriculum Director, Principal Special Ed. Diagnostician	Materials/supplies WEBCAT Program Computes, internet access. Fiscal state/local funds	Initial: 8/2015 Interim: 1/2016 Final: 5/2016

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
5 Accelerated Instruction plans based on DMAC data will be required for remediation activities.			All teachers Special Ed. Teacher Special Ed. Director Special Ed. Diagnostician Curriculum Director Principal	Materials/supplies: DMAC data, lesson plans. Fiscal state/local funds	Initial: 9/2015 Interim: 1/2016 Final: 6/2016
6 Mainstream Sp. Ed. Students into regular classes if individual ability dictates that a student can be successful. Provide instructional aide to ensure accommodations are met for each student and reimplementation on the job for life skill students.			Curriculum Director Principal Parents Teachers Counselors Sp. Ed. Diagnostician	Material/supplies: Presentation handouts Fiscal state/local funds	Initial: 8/2015 Interim: 1/2016 Final: 3/2016
7 Special Ed needs computers, printers, programs (reading) for students there is still no Technology in Life Skills Classroom. Nor Teacher computer.					
8 Training on Study Island is currently based and set at higher level grades/students need. (Have inquired with ACE Mrs. Rincon, no reply at the time.					
9 Student supplies for class success is needed (will inquire with Supervisor of Special Ed) Markers, poster boards, map colors etc.					

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus:

District Priority:

Campus Performance Objective: Ben Bolt-Palito Blanco High School will ensure that students understand the importance of attending school regularly and completing high school

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Monitoring of attendance and tardies Send letters to parents of students with 2 or more tardies and 3 unexcused absence Initiate consequences for student according to student code of conduct			PEIMS Coordinator Principal Attendance Committee	RSCCC attendance reports	2015-2016
2 Court Warning Letter for 3 unexcused absences			Principal	RSCCC Reports	2015-2016
3 File Truancy charges with J.P. courts to parents of students with 4 consecutive absences within a six weeks period or 10 unexcused absences within the semester			Principal Attendance Committee	RSCCC Reports Court System	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2015-2016 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus:

District Priority:

Campus Performance Objective: Implement and monitor the school wide safety and security plan.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 All students enrolled in any extra curricular activity (Band, Sports, UIL Competition, etc.) will participate in the campus day screening program including students with parking stickers Random Drug Testing will continue throughout the school year			Athletic Director Band Director Principal Counselor	Campus Budget Drug Screening Agency	Aug 2015 May 2016
2 Implementation of Supervision Duty Stations			All Teachers Principal	Staff Duty Roster	2015-2016
3 Implementation of Student Code of Conduct. Follow levels of consequence for each infraction committed. Each incident will be documented by referral and parental contact established to explain the incident and consequence. All referrals are to be recorded for our records with copy given to teacher issued referral and copy mailed to parent.			Principal Staff PEIMS Coordinator	Campus Budget Student Code of Conduct	2015-2016
4 Implement and monitor the school wide safety and discipline plan. For the 2013-2014 school year, discipline referrals for offenses will be reduced by 10% from the previous school year			ACC Staff Counselor Principal	Student Code of Conduct Discipline Plan PEIMS Badger Rules	2015-2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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2015-16 Campus Improvement Plan for Ben Bolt-Palito Blanco High School

Area of Focus:

District Priority:

Campus Performance Objective: BB-PB High School will communicate various opportunities for parent involvement during the 2014-2015 school year including meet the parents night, open house, parent conference, parent meetings/training and student activities

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Improve maintain and Campus website with information on monthly calendar events and test dates updated			District Computer Tech.	School website	2015-2016
2 Parent access to student grads by registering with PEIMS and can review grades daily			Teachers, PEIMS Coordinator	PEIMS Campus Website updated	2015-2016
3 Teachers are to increase the parent email address list			All Staff	Computers Laptops	2015-2016
4 Office staff to contact students not in attendance or of excessive tardies. Teachers will also contact parents of the child failing grades and recommend after school tutoring. Reports mailed to parents with list of consequence.			Office Staff Principal Counselor	PEIMS	2015-2016
5 High School will host a series of parent involvement programs designed to meet and interact with staff members			All Staff Principal	Meet & Greet Staff Night Computer Lab Night Career Fair Health Awareness Night Open House Athletic Events	2015-2016
6 High School will host Band Concerts during the winter and spring school sessions.			Band Director Principal Asst. Band Director	Band Program	Winter 2015 Spring 2016

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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*** Legend for Codes**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.
BP	Bullying Prevention	prevention of bullying behavior on the campus.

CIP PART II: ASSURANCE ADDENDUM

**Ben Bolt-Palito Blanco High School
, Principal
2014-15 Campus Improvement Plan
Ben Bolt-Palito Blanco Independent School District**

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Ben Bolt-Palito Blanco High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
A Barrera	Principal
L. Almaraz	Counselor
Dr. A. Hempel	Teacher
D. Gonzalez	Teacher
J. Willie	Teacher
L. Cisneros	Teacher
A. Yanez	Teacher
S. Wilson	Teacher

CPOC Meetings* for 2014-15			
#	Date	Time	Location
1	10/17/14	12:00pm	High School Library
2	10/21/14	12:00pm	High School Library
3	10/21/14	CLT workshop all day	Computer Lab High School
4	11/20/14	12:00pm	High School Library
5	11/25/14	12:00pm	Present to Staff @ High School Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2014-15, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2014-15, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2014-15, the percent of parents and community members attending VIPs meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending VIPs meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPs meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2014-15, discipline referrals for drugs, alcohol, and tobacco will be maintained at 2%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2014-15, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2014-15, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	Goal	Description	Formative	Summative	Strategy
X	7) Highly Qualified Teacher	For 2014-15, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8) Secondary Drop-out Prevention	For 2014-15, the dropout rate will be 2% or less with no student group exceeding 2%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2014-15 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
X	9) High School AEIS – Ninth Graders	The percent of 2014-15 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 92%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
X	10) Recommended High School Program	For 2014-15, the percent of students who graduate with RHSP will be at or above 80%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11) High School AEIS – Advanced Courses and Dual Credit	For 2014-15, the percent of students who have completed at least one advanced course will be at or above 8%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2014-15, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	13) High School AEIS – SAT/ACT Exams	For 2014-15, the percent of graduates who take SAT/ACT exams will be at or above 50%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
X	14) High School CTE	For 2014-15, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) -%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

X	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
X	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
X	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
X	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
X	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
X	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART II: ASSURANCE ADDENDUM

**Ben Bolt-Palito Blanco High School
Ben Bolt-Palito Blanco Independent School District
Staff Development Plans
2014-15**

Date	Audience	Responsible for Planning	Purpose/Content
August 2 & 3	Leadership Conference	District Administrative Staff	
August 10	Teacher Leader Conference	Secondary Curriculum Staff	
August 12 & 13	New Staff Orientation	District and Campus Administrative Staff	
August 16	**Elementary and Secondary Campus	Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Secondary Campus	Campus Administrative Staff	
August 18	Elementary District (Cluster Groups 1-4)	Elementary Curriculum Staff	
August 19	Secondary District	Secondary Curriculum Staff	
August 19	Elementary District (Cluster Groups 5-8)	Elementary Curriculum Staff	
August 20	**Elementary and Secondary Campus	Campus Administrative Staff	
October 11	Elementary Parent Conferences	Campus Administrative Staff	
October 11	Secondary District	Secondary Curriculum Staff	
January 3	Elementary District	Elementary Curriculum Staff	
January 3	**Secondary Campus	Campus Administrative Staff	
January 4	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 21	Elementary and Secondary Campus	Campus Administrative Staff	
*June 2	Elementary and Secondary Campus	Campus Administrative Staff	

** The following dates have been identified as inclement weather days: March 10, 2015; March 11, 2015.
These dates MAY NOT BE USED AS CAMPUS TIME EQUIVALENCY.

** A campus may choose a maximum of two Campus Time Equivalency days.
No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.