

Bridge City Intermediate Campus Improvement Plan

2011-2012

Date of School Board Approval





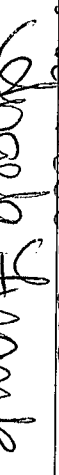


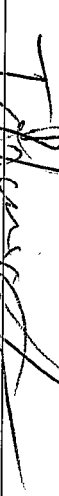
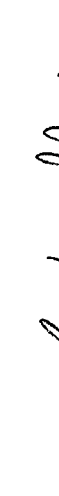


Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Bridge City Independent School District -- A progressive, Family/Community-supported educational system, is to provide a comprehensive, well-balanced instructional program in a safe learning environment to ensure the development of caring, responsible, productive graduates capable of contributing in a global society.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Tara Fountain	Principal	
Cynthia Dupuis	Teacher	
Jamie Freeman	Teacher	
Gabe Freeman	Teacher	
Angela Frank	Teacher	
Nick Elizondo	Community	
Phillip Smith	Community	
Tiffany Jones	Parent	
Courtney Martin	Parent	
Mallory Guidry	Business	
Eric Smith	Business	

**Comprehensive Needs Assessment:
Summary of Findings**

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Economically Disadvantaged Student scores grade 3-5 all subjects</i>	<i>State Accountability (AETS)</i>
<i>RTI Implementation</i>	<i>PBMAS and AYP</i>
<i>Hispanic sub population in all subject areas</i>	

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this Campus \$191,320

*Goal __, Obj. __ *Goal __, Obj. __ *Goal __, Obj. __ *Goal __, Obj. __

Total FTEs funded through SCE at this District/Campus 4.5

The process we use to identify students at risk is:

BCISD uses the 13 SCE criteria listed in this plan to identify students who may be At Risk.

The process we use to exit students from the SCE program who no longer qualify is:

Twice a year the campus At Risk Coordinator reviews student records using the At Risk Criteria and removes and adds students to the At Risk list as needed.

- If a student performs 110% on TAKS after having failed the previous year
- No longer LEP
- No longer homeless
- If a student failed any PK-3 assessment but passes TAKS

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3-5**

TAKS	Math			Reading/ELA			Writing			Science		Social Studies				
	% Met Standard	2009	2010	2011	% Met Standard	2009	2010	2011	% Met Standard	2009	2010	2011	% Met Standard	2009	2010	2011
Students At-Risk	93%	95%	91%	97%	94%	92%	96%	95%	94%	94%	91%	95%	NA	NA	NA	NA
Students Not At-Risk	97%	98%	97%	97%	97%	97%	92%	100%	99%	100%	96%	100%	NA	NA	NA	NA

	Drop Out Data		Completion Data			
	2009	2010	2009	2010	2009	2010
Students At-Risk	NA	NA	NA	NA	NA	NA
Students Not At-Risk	NA	NA	NA	NA	NA	NA

The comprehensive, intensive, accelerated instruction program at this district/campus consists of after school tutorials for students at-risk.

Upon evaluation of the effectiveness of this program the committee finds that greater than 85% of students who participate in the program meet standard on the test.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Components of a Schoolwide Title I program:

In general a schoolwide program shall include the following components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 111(b) (1)
2. Schoolwide reform strategies that –
 - (i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111 (b) (1) (D)
 - (ii) us of effective methods and instructional strategies that are based on scientifically based research that
 - (A) strengthen the core academic program in the school
 - (B) increase the amount and quality of learning time, such as providing an extended school year and before and after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (C) include strategies for meeting the educational needs of historically underserved populations
 - (iii) include strategies to address the needs of all children in the school, but particularly the needs of low – achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—

(Counseling, pupil services and mentoring services, college and career awareness and preparation, such as college and career guidance, personal finance education, and innovation teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have met; and are consistent with, and are designed to implement, the state and local improvement plans if any
3. Instruction by highly qualified teachers
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high quality qualified teachers to high need schools
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start , Early Reading First, or a State – run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111 (b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Federal, State and Local Funding Sources

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A (Innovative)</i>
<i>ESEA Title VI (Innovative)</i>
<i>Carl Perkins</i>
<i>Title V, Part A (Innovative)</i>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source

District Goal 1: Continue to work with all stakeholders to show an overall increase in TAKS/STAAR scores across all subject areas, with emphasis on increased rigor.

Campus Goal 1: Bridge City Intermediate will maintain an excellent academic rating for the 2011-2012 school year and be on track for 100% student proficiency by 2014 (NCLB).

Objective 1: By May 2012, 90% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP in every area measured.

Summative Evaluation: 90% of students will meet expectation in all subgroups and subjects.

10-11	Subject	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	Male	Female
% Met Standard	Reading	97%	91%	98%	NA	95%	NA	79%	97%	100%	97%	96%
	Writing	98%	96%	98%	NA	96%	NA	100%	80%	100%	99%	97%
	Math	96%	96%	97%	NA	95%	NA	86%	93%	100%	94%	95%
	Science	98%	100%	99%	NA	97%	NA	83%	100%	100%	97%	100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Anticipated cost	Formative Evaluation
Provide STAAR Academy for students who are at risk of failure in core subject areas.	Core subject teachers	On Going	ARI/AMI Funds HEDA Grant IDEA SMART Boards	\$3000.00	Percentage who meet standard
Provide targeted instruction for students who are at risk through our Title and Tier programs	Title Teacher Title Para-Professionals Tier III Para-Professionals	On Going	Title Funds SCE Funds SMART Boards CSOPE IDEA	Teacher Salary Para Salary Supplies	Percentage who meet standard
Provide students with an aligned curriculum that meets the needs of all learners and integrate new technology into the curriculum	Principal Teachers	On Going	Title Funds SCE Funds HEDA IDEA SMART Boards Document Cameras CSOPE	\$3500.00	Percentage who meet standard

District Goal 2: Continue to investigate the feasibility of expanding and enhancing the current Career and Tech offering of BCISD, including the possibility of the multi-district/industry cooperative. Investigate career and tech programs regarding student/parent interest and local employability.

Campus Goal 2: Bride City Intermediate will have 100% of core academic classes taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Anticipated Cost	Formative Evaluation	% Classes taught by Highly Qualified Teachers	
						% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
Actively recruit highly qualified teachers, professionals, and paraprofessionals	Principal Asst. Supt.	Annually	State Funds Local Funds Title II Funds	\$0	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements	Data	Highly Qualified Teachers
						2009-2010	100%
						2010-2011	100%
Develop and implement HQ strategies/activities to maintain HQ staff	Principal Asst. Supt.	Beginning and end of each semester	Local Funds Title II Funds	\$0	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements		
Afford training for all GT teachers to maintain certification requirements.	Principal Curriculum Dir. Teachers	End of first semester	Local Funds State Funds	\$1500	100% of GT teachers meet certification requirements		

District Goal 3: Bridge City ISD will maintain a balanced budget that reflects current and projected trends in student enrollment, property values, and state school finance.

Campus Goal 3: Bridge City Intermediate students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2012 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2011 by 2% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data	All Students
Discipline/Incidents	290
2009-2010	290
2010-2011	450

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Anticipated Cost	Formative Evaluation
Provide bully prevention training for staff who has not been trained.	Principal Assistant Principal	On Going	Training Literature Character Counts	\$100	Reduction in the number of bullying incidents and office referrals
Continue a common, campus discipline management program that is followed and understood by teachers, students and parents.	Principal Assistant Principal Teachers ISS Aide	Monthly	Training	\$500	Reduction in the number of ISS referrals.
Train and practice emergency procedures involving evacuations, lock downs, duck and cover drills to ensure safety.	Assistant Principal Staff District Police	Monthly	Training Time for drills	\$0	Number of drills held and time to complete.

District Goal 4: Continue the practice of open communications between the school, the community, and the media. Promote BCISD through a variety of methods. Include marketing the district through various media, publications, and signage. Focus on district strengths, including students, staff and academic and extra-curricular achievement.

Campus Goal 4: Parents and Community will be partners in the education of students attending Bride City Intermediate.

Objective 1: By May 2012 at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records will indicate that 90% of students' parents/family members will participate in partnerships in education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Anticipated Costs	Formative Evaluation
Provide orientation sessions and opportunities for parent conferences.	Principal All Teachers	Twice per year	Time	\$0	Percentage of Attendance
Provide opportunities for parents and teachers to use technological advances to communicate student information.	Principal Technology Teachers	On Going	Computers Internet VSI Program	\$0	Percentage of teachers using this form of communication.
Generate information to homes, businesses and community on the district and teacher websites.	Principal Teachers Librarian Tech. Dept.	On Going	Computers Paper	\$250	Percentage of teachers that contact parents during the year.
Promote opportunities for parent volunteers on the campus.	Principal Teachers	On Going	Time Paper	\$0	Number of volunteer hours logged.

