

BRIDGE CITY HIGH SCHOOL

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

Bridge City High School, in collaboration with BCISD campuses and all stakeholders within the Bridge City ISD community, will provide the very best educational opportunity in the state of Texas. Students will pursue their educational and life goals through a comprehensive and diverse combination of academic and extracurricular programs that cultivate an environment with high expectations of excellence for all students. Students will leave BCHS as independent thinkers, innovators, high achievers, and life-long learners.

BCHS 2011 - 2012
Planning and Decision Making Committee

Position	First Name	Last Name	Term
Parent	Jennifer	Westlund	11-12; 12-13
Parent	Juan	Oceguera	10-11; 11-12
Staff (Teacher)	Karen	Tomlin	11-12; 12-13
Staff (Teacher)	Sharon	Woolley	10-11; 11-12
Sp. Ed	Marie	Burns	11-12; 12-13
Staff (Non-Teacher)	Keith	Jones	10-11; 11-12
Staff (District Level)	Gina	Mannino	10-11; 11-12
Community	Mike	Faulk	11-12; 12-13
Community	Thad	Hill	10-11; 11-12
Business	Steve	Crumpler	11-12; 12-13
Business	Misty	Walters	10-11; 11-12
Principal	Richard	Briggs	
Secretary	Shawn	Knight	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted through various meetings/committees throughout the Spring of 2011 and ongoing into the Fall of 20112. This assessment was shared with the SBDM Committee in September 2011.

Participants in Attendance	Data Sources Examined
<i>Campus Departmental Staff</i>	AEIS Federal Accountability Data for AYP TAKS Data District PEIMS reports Dropout and School Leaver data Retention data District discipline referral data Teacher and /or Student surveys Attendance data Benchmark data Blackboard Connect Data REEL Data Campus mentor participation records Community education program records SAT/ACT data Truancy data Homeless Data Teacher retention data
<i>All Staff</i>	
<i>SBDM</i>	
<i>Curriculum and Instruction Office</i>	
<i>Counseling / Guidance Staff</i>	

Comprehensive Needs Assessment: Summary of Findings

BCHS Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Completion Rate</i>	State Accountability (AEIS)
<i>TAKS Math Scores (All levels)</i>	State Accountability (AEIS)
<i>TAKS Science Scores (All levels)</i>	State Accountability (AEIS)
<i>TAKS Math & Science Scores (Hispanic)</i>	State Accountability (AEIS), AYP
<i>SAT / ACT Scores</i>	Program data, PBMAS
<i>Community and Parental Communication & Involvement</i>	Parent, community, and student surveys; administration evaluations.

Tide I Schools/Leach

At B

In this plan, the term “student groups” refers to students who are H, W, AA, ED, At-Risk, Migrant, LEP, G/T, and Special Education

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 9-12**

NOTE: This specific information will be detailed upon receipt of AEIS report later this year.

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Students At-Risk	76%	81%	77%	95%	94%	95%	82%	89%	81%	96%	96%	96%
All Students	75%	84%	81%	95%	95%	96%	83%	89%	89%	97%	96%	96%

	Drop Out Data (Grades 7-8)		Completion Data	
	2009	2010	2009	2010
Students At-Risk	0.0%	0.0%	96.5%	90.7%
All Students	0.0%	0.0%	91.7%	93.6%

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of morning and afternoon tutorials for students at-risk, additional math teachers to reduce the student teacher ratio in math, TAKS Remediation classes, Practical Skills class targeting ELL and At-Risk students, and the purchase and implementation of OdysseyWare, Renaissance Math, Study Island, and curriculum programs to reduce the risk for student dropping out of school and /or to target and address specific focus areas.

Upon evaluation of the effectiveness of this program the committee finds (TBD 2012)

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – 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.

Total SCE funds allotted to this District/Campus : \$337,964.00

Total FTEs funded through SCE at this District/Campus 06.31

Federal, State and Local Funding Sources

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

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant) – Cooperative with Region 5</i>
<i>Stimulus Funds</i>
<i>Title II, Part D (Technology)</i>
<i>Carl Perkins</i>
<i>HEDA</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 – Cooperative with Region 5</i>

Goal : (BCISD District Goal)Leadership – Academic Goal: Continue to work with all stakeholders to show an overall increase in State Mandated Test (SMT) scores across all subject areas, with emphasis on Math and Science. *BCISD* will have highest possible rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

Campus Goal: BCHS will improve aggregate SMT scores in every area as per table below that is not highest level or as necessary to reach such status.

OBJECTIVE 1: – Aggregate SMT scores will improve, with specific targeted improvement in every area that is not at highest level.

Summative Evaluation: 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Data 2010-11	Subject	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	Male	Female
% Met Standard	Rdg/ELA	96%	97%	96%	*	95%	*	*	*	*	*
	SS	96%	100%	96%	*	96%	*	*	*	*	*
	Math	81%	69%	83%	*	77%	*	*	*	*	*
	Science	89%	79%	90%	*	81%	*	*	*	*	*

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas	2,9	Core subject teachers Dep't Chairs Principal	Revised every 3 weeks	Title I Funds SCE Funds # FTE	Improved six weeks grades Reduced failure rate
Provide targeted instruction for specified at risk groups	2,9	Core Staff Principal Assist. Princ. ALC Staff	Ongoing	SCE Funds Title HS Allotment C&I	Reduction in failure rate Benchmark disaggregation

Goal : In Bridge City ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Campus Goal: BCHS will have 100% of core academic classes taught by HQ teachers and 100% HQ 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.

Data 2010-2011	% Core Classes taught by Highly Qualified Teachers	% Core Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals with advertisements and participate in LSCO job fair	5	Superintendent Assistant Sup't Principals	At time of job openings	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Provide a yearly "longevity" stipend to teachers who are retained in the district	3, 5	Superintendent	December 2009	Local Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	3	Superintendent Assistant Sup't Principals	Beginning of each semester as per master schedule	Local Funds State Funds Title II Funds	Low income and minority students are taught by HQ teachers

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

Campus Goal: BCHS students will be educated in a learning environment that is safe, drug free, and conducive to learning.
Objective 1: By May 2012 the number of incidents involving violence, tobacco, alcohol and other drug use will be reduced by 1 % 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 2010-2011	All Students
Discipline/Incidents	236

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Integrate Teen Leadership into Speech/Comm App classes; bullying prevention training for staff; prevention of sexual abuse and mistreatment of students	10	Principal Ass't Princ Assigned Staff	ongoing	Training Literature Early Dismissal Staff Dev	Reduction in the number of office referrals
Continue a common campus discipline management program that is followed and understood by teachers, students, and parents	10,6	Principal Assistant Princ Instructional Staff Support Staff	Ongoing Review at semester	Training (CBISS) Friday Refocus Campus Leadership Meetings	Reduction in ISS referrals
Continue a coordinated health program across campus and between departments.	10	Assistant Principal Nurse Health Teacher PE Teachers	ongoing	NFL Play 60 Health in Core Curr YLSET	CIP
Train and practice emergency procedures to ensure safety	10	Assistant Principal (EOP) All staff ISD police	Monthly	Training Literature Time / Scheduling	Drills performed Drills assessed

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District Goal : All students in Bridge City ISD will graduate from high school.

Objective 1: By May 2012, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 95%.

Campus Goal: By 2012, BCHS will have a completion rate of at least 95% for all student groups.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 95%.

Data 2009-2010	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Completion R-port	93.7%	94.7%	93.0%	100%	90.7%	-	-	-	-	-	-

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	2,9	Principal Assistant Princ Designated teachers ALC Staff	End of each semester	Title I SCE FTE Computer programs	Successful completion of course work to recover credits
Provide tutorial times for students who are at risk of failure in core subject areas	2,9	Instructional Staff Principal Assistant Principal	Revised every 3 weeks	SCE HS Allotment	Reduction in Failure Rates Benchmark Data

(BCISD District Goal) School/Community Relations—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: BCHS will provide open communications with stakeholders in order for parents and community to be partners in education.

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 indicate that at least 90% of students’ parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal Counselors Support Staff	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
Produce periodic articles regarding updates and promotion of BCISD by advertising student success and district excellence	6	Principal Activity Dir. Counselors	Ongoing	KOGT Penny Record Other local Print media	Publication of articles
Practice Aggressive Friendliness when dealing with parents and stakeholders.	6	Principals Teachers Secretaries Clerks Counselors All ancillary staff	Ongoing	<ul style="list-style-type: none"> • Customer service training in August • Weekly Feedback phone calls by Admin 	Customer satisfaction survey
Continue with increased student involvement I school and community publications/productions	6	Principal Selected Staff Technology Dept	Ongoing	Production Tech Equip KFDM Other local media BCISD website	Publication / Broadcast of BCHS productions

Campus Goal: Work with stakeholders to maintain high academic performance across all subject areas.

Objective 1: By May 2012, BCHS attendance rate will be 97%.

Summative Evaluation: 11-12 Attendance rate of 97%.

Activity / Strategy / Title 1 Component	Person(s) Responsible	Timeline	Resources	Anticipated Cost	Formative Evaluation
Communicate student absences to parents. T1C: 2, 6	Attendance Officer Attendance Clerk Assistant Principals Teachers	2011-2012 per first semester and six-weeks	Time EDP Attendance System Parent Contact Form Attendance Records Parents will have access to Lunx.net	Increase in student attendance rate per six weeks periods.	Attendance reports Campus Attendance Committee reviews
Provide Incentives for attendance T1C: 2,6	Principal Assistant Principals Attendance Officer Teachers	11-12 per six weeks	Exemptions Local Sponsors Cardinal Commitment Week (Student Council)		Attendance Reports Campus Attendance Committee reviews

Campus Goal: Through the use of “HS Allotment” funds, opportunities will be provided to students to advance or recover credits, improve completion rates, implement technology into campus programs, and promote other goals associated with the purpose and intent of such funds as proposed by the state.

Objective 1: Provide opportunities and programs that advance allotment objectives in accordance with 19 TAC Ch. 61.1093

Summative Evaluation: School records will indicate advances / improvements of completion rates, college readiness, credit recovery opportunities, student participation in dual credit courses, parent/community involvement, and implementation of new technology across the campus.

Activity / Strategy / Title 1 Component	Person(s) Responsible	Timeline	Resources	Anticipated Cost	Formative Evaluation
Provide Credit Recover, Credit Advancement, and Attendance Recovery opportunities to students outside the traditional school schedule. TIC: 2, 3, 4,6,7,9	Principal Assistant Principals Teachers	11-12 school year; with emphasis on Spring and Summer 2012	OWare Staff and supplies – June Mini Session TxVSN Friday Refocus Prog	\$30,000.00	June Mini Enrollment and Evaluation Data OWARE course completion data Completion Rate
Provide teacher staff development and infusion of technology and other equipment into the classroom to improve instruction and overall climate of learning, with emphasis on Math and Science. Additionally, provide staffing positions, specifically classroom teachers, to assist the campus in meeting the state’s “4X4’ requirements for graduates on the “Recommended” plan. TIC: 2,3,4,6,7,9	Principal Assistant Principals Teachers ASCI office Instr. Tech Office	Average minimum of six staff dev opportunities per semester with emphasis on math and science.	OWare Study Island Renaissance CSCOPE Trainings Other Prof Dev	\$185,000.00	Prof. Dev (CPE) Data REEL Data On-line Curr Program Reports

