

Jacksboro Independent School District

District Improvement Plan

2011-2012

Accountability Rating: Acceptable



Mission Statement

Belief Statement

The Jacksboro ISD Board believes:

- Education is an important part of an individual's life;
- All Children can learn;
- In a well-rounded education based on high expectations;
- Education is a joint effort between student and teacher with equal accountability.

Based on these beliefs and vision, the board accepts responsibility to develop an educational system that prepares district students for a productive life.

Vision

The board envisions a high-quality education for all students in a safe learning environment that is supportive and encouraging.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2010-2011 School Population:

White - 71.2%; Hispanic/Latino - 24.0%; Black/African American -1.3%; Asian - .3%; American Indian or Alaska Native -.4%;

Native Hawaiian/Other Pacific Islander - 0%; Two or More -2.9%; Economically Disadvantaged- 49.1%; Limited English Proficient (LEP) -8.8%;

Male -52.3%; Female -47.7%

Demographics Strengths

Jacksboro ISD continues to maintain a stable enrollment while other schools in Region 9 appear to be declining in enrollment.

Demographics Needs

The two areas of concern for the district are the academic growth of the economically disadvantaged and Hispanic population. The district continues to develop strategies and techniques to meet the unique needs of these two groups of students.

Student Achievement

Student Achievement Summary

The district and all campuses are Academically Acceptable for the 2010-2011 school year. The AYP, Adequate Yearly Progress, ratings for 2010-2011 are Not Met for Jacksboro ISD, Jacksboro Elementary, and Jacksboro Middle School and Jacksboro High School met AYP.

Student Achievement Strengths

2011 TAKS Data for Jacksboro ISD

Students	Mathematics	Reading/ELA	Writing	Science	Social Studies
All Students	79%	92%	90%	88%	95%
Af. Am.	63%	75%	100%	100%	100%
Hispanic	72%	86%	92%	78%	88%
White	81%	95%	88%	90%	97%
Eco./Dis.	67%	85%	82%	81%	93%

Student Achievement Needs

The district continues to struggle with the Hispanic and Economically Disadvantaged achievement. Each campus implemented strategies to address the weaknesses for all students. Each campus has built in a RTI, Response To Intervention, time during the school day for 2011-2012. Math district wide continues to be an area of concern. Campuses have developed strategies to continue to address the needs.

School Culture and Climate

School Culture and Climate Summary

The school climate and culture appear to be very positive at each campus. The administration strives to promote a positive atmosphere for both students and staff. The annual survey of staff, community and parents did not reveal any major areas of concern. Student responses were overall very positive about the schools, teachers and administration.

School Culture and Climate Strengths

According to the survey results, students feel safe at school, students are well behaved, school grounds are kept clean, no loitering by students, and schools respond to neighborhood concerns.

School Culture and Climate Needs

The staff continues to encourage students to promote pride, high self esteem and self confidence. The survey results were very positive with very few responses showing areas of concern. Each campus will use the district and campus survey results in the planning process.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

2010-2011 School year:

Jacksboro Elementary School - 96.88%

Jacksboro Middle School - 100%

Jacksboro High School - 90.48%

Jacksboro Learning Center - 100%

Staff Quality, Recruitment, and Retention Strengths

The district strives to hire the most highly qualified staff to fill campus and district vacancies.

Staff Quality, Recruitment, and Retention Needs

The district will follow the highly qualified guidelines and will assist teachers who need to become highly qualified by the end of the 2011-2012 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district has adopted the CSCOPE Curriculum along with 18 other education service centers in Texas. The district continues to use CSCOPE as the district curriculum.

Curriculum, Instruction, and Assessment Strengths

The district has provided extensive training for all the 4 core area staff in how to implement the CSCOPE Curriculum. Approximately 2/3 of the staff has now attended the CSCOPE State Conference. The campuses also provide planning time throughout the year for planning.

Curriculum, Instruction, and Assessment Needs

The district will continue to provide assistance and training as needed to help the staff implement the new curriculum. Teachers will supplement the curriculum with additional resources to promote student achievement.

Family and Community Involvement

Family and Community Involvement Summary

The community and parents continue to be positive and supportive of each campus at Jacksboro ISD.

Family and Community Involvement Strengths

The results of the district and campus surveys indicate that the parents/community are very supportive of the administration, staff and programs provided at Jacksboro ISD.

Family and Community Involvement Needs

Each campus struggles with parent participation when training and programs are provided. Parents are eager to help and volunteer but the district does not have high attendance district wide for training. The open house at each campus is always well attended. The district will continue to promote attendance at training opportunities for parents.

Technology

Technology Summary

With the building of all new campuses, the technology is the best it has been in many years. Each campus infrastructure has been updated as each campus has been built. Each classroom has new technology equipment to facilitate with student learning.

Technology Strengths

The district provides training for teachers throughout the year to help teachers stay abreast of new and innovative technology software and programs.

Technology Needs

Technology needs are minimal at the present time because of the purchase of new equipment and upgrading of technology infrastructure at each new campus. The district will continue to use a rotation schedule for replacing equipment.

Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs and their academic achievement
- Drop-out rates
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results

- Tobacco, alcohol, and other drug-use data
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- College Readiness Data
- Class size data
- Campus committee meeting discussions
- Other additional data
- NCLB Report Card data

Goals

Goal 1: Student Achievement will improve each year as measured by the annual AEIS data. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Objective 1: Jacksboro ISD will offer all students a challenging high quality curriculum and will provide an effective delivery system to ensure all students meet or exceed the minimum standards in each core area.


Summative Evaluation: STAAR, EOC scores and AEIS data will be used to measure level of achievement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	June	June
1) The district will provide quality programs, support and remediation services, early intervention strategies, and summer school which will promote self esteem and academic success to ensure that no child is left behind.	Principals, Dir. of Curr., Counselors	Attendance Log				
2) Jacksboro Middle School and Jacksboro High School will provide programs to reduce retentions and prevent dropouts.	Counselors	Registration Forms, Training Logs, AEIS				

Goal 2: Provide appropriate beneficial and meaningful staff development.

Performance Objective 1: 100% of district staff will be given the opportunity to participate in relevant and timely training.

Summative Evaluation: Staff surveys and input will be used to evaluate the effectiveness of programs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	June	June
1) All individuals substitute teaching will receive district training, a handbook, and campus specific information before working for the district.	Principals, Asst. Principals	Training Log, Increased Student Achievement				
2) District teachers will receive high quality professional development training to facilitate with implementing NCLB and Title I programs to promote enhanced student achievement.	Principals, Dir. of Curr.	Training Log, Increased Student Achievement				
3) The district employees will follow school board policy in regard to sexual abuse and maltreatment of children. Employees will follow FFG Legal, GRA Legal and Local, and DH Local in regards to sexual abuse and maltreatment of children. Training will be provided annually to all new employees. Training records will be maintained. Training will also be included in staff development at each campus. The policy will be included in campus handbooks.	Principals	Plan/Handbooks/Board Policy, Training Logs will be kept on file				
4) JISD will provide annual training in technology, classroom management, discipline policies, student code of conduct, conflict resolution, confidentiality and special programs.	Principals	Training Log, Discipline Log				
						

Goal 3: Provide a safe and orderly learning environment.

Performance Objective 1: Maintain 100% graduation rate for all students including special population groups.


Summative Evaluation: Graduation rate and AEIS data will be used as evidence.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	June	June
1) A team will be trained at each campus annually in the Texas Behavior Support Instruction.	Principals	Training Log/Certificates, Decrease in DAEP & ISS Referrals for Special Populations				
2) Each campus will provide programs and activities to reduce violence and drug use.	Counselors	Program Guide, Disciplinary Records				

Goal 4: Encourage parent involvement through staff communication, school programs and inclusive parent involvement.

Performance Objective 1: Teachers will conference with 100% of the parents on Title I campuses.


Summative Evaluation: Parents, staff and community surveys and attendance logs will be used to document parent participation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	June	June
1) Provide training to parents and community to foster partnerships in education.	Counselors	Program Schedule, Attendance Log, Conference Documentation				
2) JISD will circulate the parent involvement policy to all parents, promote strong involvement, and parents will have the opportunity to participate in surveys annually.	Principals, Counselors Dir. of Curr.	Documentation Survey, Survey Results				
3) Information will be provided to students, parents, teachers & counselors in grades 7-12 on higher education admissions, financial aid, Texas Grant Program, Teach for Texas Grant Program & curriculum choices available for students.	Counselors	Training Documentation, Increased Higher Education Enrollment, Increased Visits to Colleges & Training Facilities				
						

Goal 5: JISD Compensatory allocations for salaries, supplies and materials are used with struggling students who are at-risk of not meeting the state and federal standards.

Performance Objective 1: 100% of all at-risk students will be given the opportunities to participate in accelerated learning.

Summative Evaluation: Documentation of tutorials and extended day/week/year will be available at each campus.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	June	June
1) District will assist preschool children in the transition from PK to K-5.	Elementary Counselors, Principal, Asst. Principal	Curriculum, Promotion to Next Grade				
2) Title I funds will be used to accommodate needs of homeless students at the high school campus.	Counselors, Dir. of Curr.	ID Forms, Budget				
3) Implement academic programs and courses designed to meet the unique needs of at-risk students to enhance student achievement.	Principals	Program Catalog, TAKS, AEIS, Benchmarks				
4) The State Compensatory Education Program for JISD will provide supplemental services to reg. ed. programs to ensure academic achievement and to enhance the educational program.	Principals	Program Descriptions, Attendance Logs				
5) JISD Compensatory allocations for salaries, supplies and materials are used with struggling students who are at risk of not meeting the state and federal standards.	Principals	Budget, STAAR, EOC, AEIS, Benchmarks				
6) JMS & JHS will encourage participation in SAT, ACT & counsel students on the MHSP, RHSP & DAP.	Counselors at the Middle School and High School	Registration Forms, Training Logs, AEIS				
						

Goal 6: JISD will create a comprehensive instructional program and differentiate instruction to enable all limited English proficient students to be proficient in English and all students to reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Objective 1: Maintain graduation rate for all students and special population groups.


Summative Evaluation: Graduation rate and AEIS data will be used as evidence.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	June	June
1) Continue to seek identification of Migrant students as required by the state to meet the unique needs of migrant students.	Campus Liaisons, Dir. of Curr.	Completed CEOs, Recruitment Log				
2) Career and Technology, GT & Dyslexia Programs will assist students in developing the knowledge, skills & competencies necessary to be successful in the work force.	Principals, Counselors	Student Participation Log, Course, Program Enrollment				
3) Each campus will use instructional methods & strategies to address the needs of students for special programs such as suicide prevention, conflict resolution, violence prevention/intervention, bullying, dropout prevention or dyslexia.	Principals, Counselors	Documentation of Strategies, Discipline Log & Program Log				
4) Each campus will continue to use new, innovative methods of instruction, technology and acceleration to increase performance of students in target population groups including Hispanic, Special Education, and Economically Disadvantaged.	Principals, Counselors, Dir. of Curr.	Documentation of Programs and Strategies at Each Campus, Progress Monitoring Documentation				

Goal 7: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.

Performance Objective 1: 100% of core area teachers & paraprofessionals will be highly qualified. 100% of new hires will be highly qualified prior to employment.

Summative Evaluation: Personnel files, highly qualified worksheets, and principal attestations

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Jan	Mar	June	June
1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	Superintendent, Principals	Web Page, Career Fair Participation Records of Teachers and Paraprofessionals				
2) Establish effective teacher mentoring system in order to retain highly qualified staff.	Principals	Teacher List & Mentors, Effective Teaching				
3) Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	Principals, Central Office Staff	Teacher Records, HQ Report				
4) Assist teachers in maintaining or attaining certification through alternative programs, GT and ESL certification coursework, and TExES.	Superintendent, Principals	Registration Log, Certification				
5) Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	Principals, Central Office Staff	Personnel Files, HQ Report				
6) TOP Training for NHQ Paraprofessionals	Principals	Training Log, Certification				
						

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6112 40 002 0 26 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$900.00
199 E 11 6119 40 002 0 26 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$108,636.00
199-E-11-6112.40-999-0-24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199 E 11 6118 40 699 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$24,100.00
199 E 11 6119 40 999 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$76,083.00
199 E 23 6119 40 002 0 26 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$9,959.00
199 E 11 6119 40 001 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$30,243.00
199 E 11 6119 40 041 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$22,884.00
199 E 11 6119 40 101 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,412.00
6100 Subtotal:		\$322,217.00
6200 Professional and Contracted Services		
199 E 13 6239 40 002 0 26 000	6239 ESC Services	\$2,000.00
199 E 13 6239 40 041 0 24 000	6239 ESC Services	\$220.00
199 E 13 6239 40 101 0 30 000	6239 ESC Services	\$600.00
199 E 11 6249 40 999 0 24 000	6244 Contracted Maintenance & Repair, Equipment - Locally Defined	\$400.00
199 E 11 6249 40 002 0 26 000	6249 Contracted Maintenance & Repair	\$1,800.00
6200 Subtotal:		\$5,020.00

6300 Supplies and Services		
199 E 11 6399 40 001 0 24 000	6399 General Supplies	\$2,500.00
199 E 11 6399 40 002 0 26 000	6399 General Supplies	\$2,500.00
199 E 11 6399 40 041 0 24 000	6399 General Supplies	\$1,400.00
199 E 11 6399 40 101 0 30 000	6399 General Supplies	\$3,600.00
199 E 11 6399 40 999 0 24 000	6399 General Supplies	\$1,450.00
6300 Subtotal:		\$11,450.00
6400 Other Operating Costs		
199 E 13 6411 40 101 0 30 000	6411 Employee Travel	\$500.00
199 E 23 6411 40 002 0 26 000	6411 Employee Travel	\$500.00
199 E 23 6499 40 002 0 26 000	6495 Membership Fees	\$100.00
6400 Subtotal:		\$1,100.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cathy Amburn	Paraprofessional	DAEP	1
Claudia Torres	Paraprofessional	Jacksboro Elementary	.5
Donna Raglin	Teacher	Jacksboro High School	.5
Fleda Gilbreath	Instructor/Director	Jacksboro Learning Center	1
Janis Besselaar	Supplemental Instruction	Jacksboro Elementary	1/7
JoAnn Florance	Paraprofessional	Jacksboro Elementary	1
John Bundy	Teacher	Jacksboro Middle School	1/7
Kristi Daws	Teacher	Jacksboro Middle School	1/7
Linda White	Paraprofessional	Jacksboro Learning Center	1
Rachel Hearne	Teacher	Jacksboro Middle School	1/7
Wesley Williams	Director	Jacksboro DAEP	1

Title I

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The district and campus plans address staff development.

5: Strategies to attract highly qualified teachers

Goal 7 in our district plan addresses highly qualified teachers.

6: Strategies to increase parental involvement

We have integrated parent involvement into the strategies in the district and campus plans.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

This is also a strategy in the district plan.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Each campus administers benchmark tests to evaluate the academic level of achievement of all students. The elementary and middle school use AIMSweb

as a diagnostic tool that includes assessments and charts to monitor the progress of students.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each campus has an enrichment, tutorial and RTI period built into the school day to accommodate students.

10: Coordination and integration of federal, state and local services and programs

Goal 5 addresses the use of compensatory education services and funds.

2011-2012 District Planning Team

Committee Role	Name	Position	Signature
Business Representative	Brenda Tarpley	Business Member	
Classroom Teacher	Peggy Clayton	Jacksboro High School	
Classroom Teacher	Becky Fudge	Jacksboro Elementary School	
Classroom Teacher	Meghan German	Jacksboro Middle School	
Classroom Teacher	Fleda Gilbreath	Jacksboro Learning Center	
Classroom Teacher	Darby Roberts	Jacksboro Elementary School	
Classroom Teacher	Starla Sanders	Jacksboro Middle School	
Classroom Teacher	Don Sewell	Jacksboro High School	
Community Representative	Lanna Moxley	Community Member	
Community Representative	Jana Rupe	Community Member	
District-level Professional	Dennis Bennett	Superintendent	
Non-classroom Professional	Brad Burnett	Jacksboro High School	
Non-classroom Professional	Sara Mathis	Jacksboro Middle School	
Non-classroom Professional	Patricia Zeitler	Jacksboro Elementary	
Parent	Kim Drennan	Parent Representaive	
Parent	Denese Rogers	Parent Representative	
Special Education Teacher	Brian Saunders	Jacksboro Middle School	