

# **Joaquin High School 2015-2016**

*Campus Improvement Plan*

**2015-2016 School Year**

Campus Improvement Plan  
Joaquin High School 2015-2016

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Dean, Rodney	Business Representative	Joaquin High School	9-2017
Kay, Jill	Business Representative	Joaquin High School	9-2016
Leggett, Dennis	Community Representative	Joaquin High School	9-2017
Silvey, Paul	Community Representative	Joaquin High School	9-2016
McDaniel, Shelley	Parent	Joaquin High School	9-2017
Hughes, Melanie	Parent	Joaquin High School	9-2016
Jackson, Jimmy	High School Principal	Joaquin High School	9-2016
Corrales, Yesenia	Teacher	Joaquin High School	9-2016
Cockrell, Kathy	Teacher	Joaquin High School	9-2016
Wilson, Rusty	Teacher	Joaquin High School	9-2017
Silvey, Lynn	Teacher	Joaquin High School	9-2016
Penning, Christi	Teacher	Joaquin High School	9-2017
Russell, Amanda	Teacher	Joaquin High School	9-2017
McCann, Steven	Non-Teaching Professional	Joaquin ISD	9-2017
Trent, Kasi	Non-Teaching Professional	Joaquin High School	9-2017

Campus Improvement Plan  
**Joaquin High School 2015-2016**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
	Club Sponsors	Joaquin High School
Barnett, Tina	Special Education Aide	Joaquin High School
Barton, Sarah	PLATO Teacher	Joaquin High School
Barton, Sarah	Art Teacher	Joaquin High School
Barton, Sarah	CTE Teacher	Joaquin High School
Belrose, Carmen	High School Secretary	Joaquin High School
Bonner, Mark	Maintenance Director	Joaquin ISD
Bragg, Mindy	Head Coach – Cross Country	Joaquin High School
Bumback, Joel	Director of Finance	Joaquin ISD
Brazzel, Regina	High School Math Teacher	Joaquin High School
Brazzel, Regina	ESL Teacher	Joaquin High School
Brazzel, Regina	G/T Teacher	Joaquin High School
Carpenter, James	Band Teacher	Joaquin High School
Carrington, Kathy	Special Education Director	Joaquin ISD
Cater, Kim	Special Education Aide	Joaquin High School
Cates, Kevin	Social Studies Teacher	Joaquin High School
Cockrell, Kathy	Business Teacher	Joaquin High School
Corrales, Yesenia	ESL Teacher	Joaquin High School
Corrales, Yesenia	Spanish Teacher	Joaquin High School
Cravey, Billy	ISS Teacher	Joaquin ISD
Cravey, Billy	Adaptive Behavior Class Teacher	Joaquin High School
Evans, Melissa	Attendance Coordinator	Joaquin High School
Gates, April	Language Arts Teacher	Joaquin High School
Groves, Jennifer	Dyslexia Teacher	Joaquin High School

Campus Improvement Plan  
**Joaquin High School 2015-2016**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Hamilton, Alicia	Special Education Aide	Joaquin High School
Hamilton, Tammy	Special Education Teacher	Joaquin High School
Hovey, Mary	Science Teacher	Joaquin High School
Jackson, Jimmy	High School Principal	Joaquin High School
Jones, Jared	Social Studies Teacher	Joaquin High School
King, Portia	Nurse	Joaquin ISD
Lawson, Mike	Health Teacher	Joaquin High School
Lawson, Mike	PLATO Teacher	Joaquin High School
Lawson, Wade	Power Lifting Coach - Boys	Joaquin High School
Lawson, Wade	Power Lifting Coach - Girls	Joaquin High School
Lawson, Wade	Head Coach – Baseball	Joaquin High School
Lawrence, Mark	Head Coach – Tennis	Joaquin High School
Lawrence, Mark	Social Studies Teacher	Joaquin High School
McCann, Jennifer	Webmaster	Joaquin ISD
Oliver, Landon	Technology Administrator	Joaquin ISD
McCann, Jennifer	Community Liaison	Joaquin ISD
McCann, Jennifer	Accounts Payable Manager	Joaquin ISD
McCann, Jennifer	Administrative Assistant	Joaquin ISD
McCann, Steven	Golf Coach - Girls	Joaquin High School
McCann, Steven	Athletic Director	Joaquin High School
McCann, Steven	Softball Coach - Girls	Joaquin High School
McDaniel, Ann	Social Studies Teacher	Joaquin High School
McDaniel, Ann	Science Teacher	Joaquin ISD
Obregon, Carrie	Head Coach – Girls Basketball	Joaquin High School

Campus Improvement Plan  
**Joaquin High School 2015-2016**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Obregon, Carrie	Social Studies Teacher	Joaquin High School
Parrish, Lynn	ESL Teacher	Joaquin High School
Parrish, Lynn	Language Arts Teacher	Joaquin High School
Parrish, Lynn	Theater Arts Teacher	Joaquin High School
Patrick, Anne Marie	Instructional Aide	Joaquin High School
Russell, Amanda	Family & Consumer Science Teacher	Joaquin High School
Russell, Amanda	FCCLA Teacher	Joaquin High School
Trent, Kasi	Counselor	Joaquin High School
Trent, Kasi	504 Coordinator	Joaquin ISD
Shanz, Sharon	Life Skills Teacher	Joaquin High School
Silvey, Lynn	Language Arts Teacher	Joaquin High School
Silvey, Lynn	Journalism Teacher	Joaquin High School
Silvey, Lynn	U.I.L. Coordinator	Joaquin High School
Smith, Karen	Special Education Aide	Joaquin High School
Stewart, Marilyn	Language Arts Teacher	Joaquin High School
Stewart, Marilyn	Special Education Teacher	Joaquin High School
Strong, Judy	Director of Food Services	Joaquin ISD
Vance, Shane	Agriculture Science Teacher	Joaquin High School
Vergo, Donna	Director of Human Resources	Joaquin ISD
	Classroom Teachers	Joaquin High School
Vaughn, Shelli	Cheerleader Sponsor	Joaquin High School
Wilson, Rusty	Science Teacher	Joaquin High School
Wolfe, Ronnie	High School Math Teacher	Joaquin High School
Wolfe, Ronnie	Agriculture Teacher	Joaquin High School

Campus Improvement Plan  
Joaquin High School 2015-2016

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Worsham, Phil	Superintendent	Joaquin ISD

Campus Improvement Plan  
**Joaquin High School 2015-2016**

**Attendance**

**Attendance**

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	95.20	94.50	95.20	93.80	93.70	93.80	93.90	93.20	93.30
African American	92.10	94.70	95.60	90.30	92.90	91.10	96.30	95.90	94.50
Hispanic	97.10	95.80	97.60	95.80	95.00	95.50	96.90	95.50	96.20
White	93.60	94.50	95.00	93.90	93.70	93.70	93.70	92.70	92.70

Campus Improvement Plan  
**Joaquin High School 2015-2016**

**Dropouts**

**Dropouts**

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	2.40	1.50	0.50	1.80	0.50	0.50	0.90	1.30	0.40
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	3.90	3.80	0.00	2.60	0.00	0.90	2.00	1.60	0.80
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	5.00	0.00	0.00
Special Education	6.30	6.50	0.00	4.50	0.00	0.00	4.80	0.00	2.80
White	2.60	1.70	0.60	2.10	0.00	0.00	0.50	1.50	0.50



**STAAR**

Grade: **9th-12th**

**All Subjects**

	2013	2014	2015
*All Students*	<b>80.00</b>	<b>85.00</b>	<b>91.00</b>
African American	<b>76.00</b>	<b>81.00</b>	<b>88.00</b>
Economically Disadvantaged	<b>73.00</b>	<b>81.00</b>	<b>87.00</b>
English Language Learners	<b>53.00</b>	<b>64.00</b>	<b>56.00</b>
Hispanic	<b>75.00</b>	<b>88.00</b>	<b>82.00</b>
White	<b>82.00</b>	<b>85.00</b>	<b>92.00</b>

Grade: **9th-12th**

**STAAR Mathematics**

	2013	2014	2015
*All Students*	<b>91.00</b>	<b>88.00</b>	<b>81.00</b>
Economically Disadvantaged	<b>0.00</b>	<b>81.00</b>	<b>70.00</b>
White	<b>92.00</b>	<b>86.00</b>	<b>86.00</b>

Grade: **9th-12th**

**STAAR Reading**

	2013	2014	2015
*All Students*	<b>83.00</b>	<b>81.00</b>	<b>90.00</b>
African American	<b>70.00</b>	<b>64.00</b>	<b>86.00</b>
Economically Disadvantaged	<b>75.00</b>	<b>76.00</b>	<b>89.00</b>
Hispanic	<b>76.00</b>	<b>82.00</b>	<b>86.00</b>
White	<b>86.00</b>	<b>83.00</b>	<b>90.00</b>

**STAAR**

Grade: **9th-12th**

**STAAR Science**

	2013	2014	2015
*All Students*	86.00	94.00	98.00
Economically Disadvantaged	80.00	90.00	94.00
White	88.00	92.00	97.00

Grade: **9th-12th**

**STAAR Social Studies**

	2013	2014	2015
*All Students*	79.00	85.00	94.00
Economically Disadvantaged	72.00	81.00	90.00
Hispanic	75.00	92.00	83.00
White	79.00	84.00	94.00

## About Joaquin High School

**Mission Statement:**

Joaquin ISD students will be provided the opportunity to develop the ability to think logically, independently and creatively, and to communicate effectively in a safe environment.

Our educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

**Grade Span:**

9-12

**Enrollment:**

205

**Highly Qualified Status:**

100% HQ Teachers

**Accountability Ratings:**

2015 Accountability Summary:

Met Standard

## Demographics

### 2014-2015 Enrollment:

52 – Ninth Grade  
52 – Tenth Grade  
54 – Eleventh Grade  
45 – Twelfth Grade

### 2014-2015 Ethnic Distribution:

13 (6.4%) – African American  
26 (12.8%) – Hispanic  
159 (78.3%) – White  
1 (0.5%) – American Indian  
2 (1.0%) – Asian  
0 (0.0%) – Pacific Islander  
2 (1.0%) – Two or More Races

### 2014-2015 Student Groups:

107 (52.7%) – Economically Disadvantaged  
5 (2.5%) – English Language Learners  
0 (0.0%) – Students with Disciplinary Placements  
80 (39.4%) – Students Meeting "At-Risk" Criteria  
23 (10.2%) – Mobility

### 2014-2015 Students per Teacher:

10.1 – English/Language Arts  
16.6 – Foreign Languages  
11.6 – Mathematics  
11.1 – Science  
12.4 – Social Studies

### 2014-2015 Student Enrollment by Program

5 (2.5%) - Bilingual/ESL Education  
199 (98.0%) - Career and Technical Education  
14 (6.9%) - Gifted and Talented Education  
28 (13.8%) - Special Education

### Highly Qualified Teacher Objectives

#### Highly Qualified Teacher Objectives:

Joaquin High School did not have 100% Highly Qualified Teachers during the 2004-2005 and 2005-2006 school years. Beginning 2006-2007 and continuing to present (2014-2015), all teachers are Highly Qualified. The present objectives for Joaquin High School are as follows:

- Maintain 100% highly qualified core academic subject area teachers;
- Continue to attract and maintain 100% highly qualified teachers

## Needs Assessment Summary

Joaquin High School received a State Accountability Rating of Met Standard from TEA in 2015. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness.

Joaquin High School also earned Academic Achievement Distinction in Science and Postsecondary Readiness.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2015 were at Phase-in 1 Level II.

All Subjects: 91% of All Students met the passing standard in All subjects. Passing rates for other subgroups ranged from 92% for White students to 56% for English Language Learners.

Reading/ELA: 90% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 90% for White students to 86% for African American and Hispanic students.

Math: 81% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 86% for White students to 70% for Economically Disadvantaged students.

Science: 98% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 97% for White students to 94% for Economically Disadvantaged students.

Social Studies: 94% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 94% for White students to 83% for Hispanic students.

Interventions:

Joaquin High School has several programs in place to address the identified needs of its students. Supplemental remediation classes are available for students who need additional assistance in English Language Arts, Math and/or Social Studies. Supplemental Tutorials are provided before and after school to students in any subject area who are at risk of failing either a class or an End of course exam. A teacher facilitated computer lab is available for credit recovery.

Faculty and Staff:

100% of the staff at Joaquin High School is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are not performing to district expectations, such as Math and Science. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours. Stipends are available in certain core subject areas to encourage staff retention.

Attendance:

Overall attendance rates increased slightly from 93.2% in 2012-2013 to 93.3% in 2013-2014. The campus has several activities in place that are designed to encourage attendance.

Dropout Rate:

The dropout rate at Joaquin High School declined from 1.3% in 2012-2013 to 0.4% in 2013-2014. Several programs, including parental involvement activities and counseling programs are in place to ensure the campus dropout rate continues to decrease.

### SCE At Risk Profile

Students At Risk of Dropping out of School  
2014-2015

Joaquin High School, Grades 9 – 12  
Enrollment – 202

#### At Risk Criteria

1. Students who were not advanced from one grade level to the next for one or more school years (Grades PK - 12)
  - a. Number meeting this criteria: 36
  - b. Percent of population: 18%
  
2. Students in grades 7 - 12 who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding school year:
  - a. Number meeting this criteria: 16
  - b. Percent of population: 8%
  
3. Students that "Did Not Meet the Standard" and have not scored at or above 110% of the passing score on the same instrument for the following:
  - a. STAAR Reading or EOC English I or II:
    - i. Number meeting this criteria: 29
    - ii. Percent of population: 14%
  
  - b. STAAR Math or EOC Algebra I:
    - i. Number meeting this criteria: 10
    - ii. Percent of population: 5%
  
  - c. STAAR Writing:
    - i. Number meeting this criteria: 5
    - ii. Percent of population: 2%
  
  - d. STAAR Science or EOC Biology:
    - i. Number meeting this criteria: 21
    - ii. Percent of population: 10%
  
  - e. STAAR Social Studies or EOC US History:
    - i. Number meeting this criteria: 38
    - ii. Percent of population: 19%
  
4. Students who are pregnant or are parents:
  - a. Number meeting this criteria: 13
  - b. Percent of population: 6%
  
5. Each student who has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year:
  - a. Number meeting this criteria: 1

Campus Improvement Plan  
**Joaquin High School 2015-2016**

b. Percent of population: < 1%

6. Students of limited English proficiency, as defined by Section 29.052 (Grades PK - 12):

- a. Number meeting this criteria: 4
- b. Percent of population: 2%

7. Students who are homeless, as defined by 42 U.S.C. Section 11302:

- a. Number meeting this criteria: 1
- b. Percent of population: <1%



Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin High School students. [TEC §4.001 (b)(1)]</b>						
Objective(s): 9th-12th There will be an overall, year-long increase in Joaquin High School parents and community members participating in the educational process and educational support strategies and activities.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Parent and Community Involvement - The Joaquin High School principal along with the Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>There will be clear and timely notification of all Joaquin High School stakeholders (staff, students, parents, community members and business representatives) of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the publication of a monthly calendar - hardcopy and a post on the JISD website, e-mails, Progress Reports, SBDMC meetings, the online "Shelby County Today.com " the Light Champion Newspaper and the Desktop Phone System.</p> <p>Activity:</p> <p>Monthly Newsletter - Joaquin ISD provides parents with a Parent Involvement Newsletter provided by Region XVI, which has parenting tips and discusses ways for parents to become more involved with their student's education.</p>	<p>8/2015 - 5/2016</p>	<p>High School Principal - Jimmy Jackson</p>	<p>State - Local - Time Contributions of Committee Members</p>	<p>Documentation :Parent Contact Logs - Monthly: Increase in parents attending Joaquin High School activities as communication increases between teachers and parents.</p>	<p>Increase in students` achievement, with increased parent and community involvement.</p> <p>Parents and community members will become full partners with educators in the education of their students.</p>	<p>Documentation :Parent Contact Logs - 06/16: 90% of the parents will have attended Joaquin High School Parental Involvement activities, including parent/teacher conferences.</p>
<p>Activity:</p> <p>Monthly Newsletter - Joaquin ISD provides parents with a Parent Involvement Newsletter provided by Region XVI, which has parenting tips and discusses ways for parents to become more involved with their student's education.</p>	<p>8/2015 - 5/2016</p>	<p>Counselor - Kasi Trent</p>	<p>State - Local - District Web Site License</p>		<p>Increase in Parent and Student Involvement and communication</p>	<p>Documentation :Parent Contact Logs - - 05/16: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.</p>

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin High School students. [TEC §4.001 (b)(1)]</b>						
Objective(s): 9th-12th There will be an overall, year-long increase in Joaquin High School parents and community members participating in the educational process and educational support strategies and activities.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Inclusion of parents in the development, review, and evaluation of the campus and district improvement plans through Site-Based Decision Making Committee - Through the SBDMC, parents are involved in the development, review and evaluation of the Campus Improvement Plan (CIP), engaging them in the Academic System of Joaquin High School.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - Local - Time Contributions of Committee Members	Documentation :Agendas, Sign-in Sheets, Minutes - - 08/15, 01/16, 05/16: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	A CIP is a living document that provides guidance to the implementation of the educational system and support components of Joaquin High School.	Documentation :Campus Improvement Plan - - 05/16: A Campus Improvement Plan (CIP) that comprehensively covers needs assessment data, local, state and federal regulations, scientifically research-based strategies and activities, measurable performance objectives and measurable formative and summative evaluations.
Activity: Conferences, School Visits, Phone Calls and Home Visits - Parent contacts are mandatory by the teacher before the student fails. If a student receives a grade lower than 70 in any class or subject during a grading period, a parent will be requested to schedule a conference with the teacher of that class or subject.  Mandatory Student Support Team referrals and ARDS for all failing students may also be scheduled with the campus Counselor, Principal or Special Education Director.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Coordinated - Time Contributions of Faculty	Documentation :Parent Contact Logs - - 12/15: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documentation :Parent Contact Logs - - 05/16: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin High School students. [TEC §4.001 (b)(1)]</b>						
Objective(s): 9th-12th There will be an overall, year-long increase in Joaquin High School parents and community members participating in the educational process and educational support strategies and activities.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Events and Programs - The school will support varied parental involvement activities as it strives to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteer programs at school as well as create a supportive home atmosphere. Parents and Community Members are invited to participate in myriad events, programs and organizations, including the PTO, FFA, Alumni, Band Boosters, Athletic Boosters and Pep Rallies.</p>	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Coordinated - Time Contributions of Staff and Faculty	Documentation :Parent Contact Logs - - 12/15: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.	Parents as full partners in the education of Joaquin HS students.	Documentation :Parent Contact Logs - - 05/16: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.
<p>Strategy:</p> <p>Federal and State Education Program and Services - District-wide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Joaquin ISD participates and that are available to their students at Joaquin High School. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding.</p> <p>Parents are included in the review of the needs assessment data, planning of the supplemental federal and state programs that will be conducted by Joaquin High School in the upcoming school year and in the development of the application for federal funding.</p>	6/2015 - 8/2015	High School Principal - Jimmy Jackson	State - Local - Time of Parents, Staff and Community Members	Documentation :Agendas, Sign-in Sheets, Minutes - 08/15: SBDMC agendas and minutes will reflect that during each planning period for the development of supplemental state and federal programs for the upcoming year, meetings are held to involve parents in the planning and development of these programs.	Parents as full partners with educators in the education of Joaquin High School students.	Documentation :Agendas, Sign-in Sheets, Minutes - 05/16: SBDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Joaquin High School and that they were able to make educated decisions regarding their student's participation in educational programs at Joaquin High School.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin High School students. [TEC §4.001 (b)(1)]</b>						
Objective(s): 9th-12th There will be an overall, year-long increase in Joaquin High School parents and community members participating in the educational process and educational support strategies and activities.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Site-Based and Decision-Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of the Joaquin ISD District Planning and Decision-Making Committee (DPDMC), the SBDMC will play an integral role in the planning, development and evaluation of the educational system of Joaquin High School.</p> <p>With prerequisite needs assessment data and reports available, the DPDMC and SBDMC, in consultation with districtwide Special Programs Directors and Coordinators, will refine the Educational System of Joaquin High School, ensuring that all students and all student groups' needs are addressed – both academic and academic support.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - Local - Time Contributions of Committee Members		The SBDMC, using the comprehensive needs assessment data, designed and refined an educational system that served the needs of all students of Joaquin High School.	Documentation :Agendas, Sign-in Sheets, Minutes - - 05/16: The Board of Trustees and Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency and productivity of the Committees, recommending revisions to Board policies and procedures to ensure a positive impact on student learning and a reduction in dropout rates.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Joaquin High School students. [TEC §4.001 (b)(1)]</b>						
Objective(s): 9th-12th There will be an overall, year-long increase in Joaquin High School parents and community members participating in the educational process and educational support strategies and activities.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Evaluation of Parental Involvement Program - Parents are involved in the evaluation of the campus' Parental Involvement Program. During the evaluation process, parents review the Parental Involvement Policy for the district, parents and the students. Parents may vote to amend if necessary.	5/2015 - 6/2016	High School Principal - Jimmy Jackson	State - Local - Time Contributions of Parents and Committee Members		State-of-the-Art Parental Involvement Program.	Documentation :Parent Involvement Policy - Beginning the current school year with an approved campus Parental Involvement Policy for distribution to parents, faculty and staff.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy:  Campus Performance Objectives - The Superintendent and Chair of the DPDMC will assist the Joaquin High School campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Joaquin High School will adopt performance objectives reflective of their students' unique needs.	6/2015 - 8/2015	High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/15: 80% of students will be working in line with their potential and moving closer to achieving the required performance.	The Joaquin High School performance objectives will support the needs of the district and the immediate needs of the campus.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR End of Course (EOC) exams.
Activity:  Curriculum - Joaquin High School has been using curriculum that has been proven to be successful for both vertical and horizontal alignment.  PLATO Accucess is a diagnostic assessment that will place learners at grade level in reading, writing and math and is used for remediation.  The Blue Pelican Math Curriculum provides rigorous math courses, including Algebra I and II, with daily lessons that allow the curriculum to be covered in the school year.  Kuta Math Software provides worksheets and study tools for teachers and also can generate customized tests.  Students will have access to the PLATO Beyond High School program. This provides courses designed for test preparation to prepare students for college entrance and placement tests such as ACT Prep, SAT and GRE.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - Local - Plato Accucess Site License <div style="text-align: right;"><b>\$1,000.00</b></div> State - Local - Blue Pelican Math Program <div style="text-align: right;"><b>\$1,000.00</b></div> State - Local - Kuta Math Software <div style="text-align: right;"><b>\$1,000.00</b></div>	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will be working in line with their potential and moving closer to achieving the required performance.	All students and all student groups academically successful as the educational system meets the needs of all.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.



Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: STAAR Incentives - A number of STAAR incentives will be scheduled throughout the year to encourage students to do their best on the STAAR EOC Tests. Examples of incentives include drawings for money and trips, based on benchmark performances.	9/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Stickers, Pencils, Parties, Trips	Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will achieve a passing score on TEKS-based benchmark assessments.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.
Activity: STAAR Parental Involvement - Parents are invited to a workshop to discuss what they can expect from the STAAR EOC test for ninth through eleventh graders and what they can do to help their child pass these state mandated assessments. This information is disseminated by the classroom teachers to the parents.	1/2016 - 5/2016	Counselor - Kasi Trent	Local Funds - Time Contribution of Staff		Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.
Strategy: Foundation Program and Support—Grades 9-12 - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - Local - Time Contributions of Faculty and Staff <b>\$550,028.00</b>  Local Funds - Instructional Resources <b>\$21,000.00</b>  State - Local - Math, Science and Art Supplies <b>\$3,000.00</b>	Informal Assessment :Classroom Assessments - 12/15: 80% of all students will achieve no less than a score equivalent to a numeric grade of 80 on each appropriate TEKS-based assessment.	All students and all student groups academically successful as the educational system meets the needs of all	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.



Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Assessment - Grades 9-12 - Spring 2015 STAAR EOC scores for grades 9 through 11 are used to determine students' entry-level TEKS attainment, as are prior semester report card grades.  Scheduled Benchmark Testing provides the instructional staff with invaluable information to act upon regarding the success, or lack thereof, of each student to ensure that referrals and intervention are immediate if necessary.  Region VII DMAC TEKSscore is used by teachers and administrators as part of Student Support Team referrals to analyze student data.	8/2015 - 5/2016	Counselor - Kasi Trent High School Principal - Jimmy Jackson	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will achieve a passing score on TEKS-based benchmark assessments.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.
Activity: Correspondence Courses - Through an agreement with Texas Tech University, the Joaquin ISD permits high school students to take correspondence courses for up to 2 high school graduation credits. The students must have written permission from the High School Principal and School Counselor before doing so. Only one class may be taken at a time.	8/2015 - 5/2016	Counselor - Kasi Trent	Local Funds - Textbooks-College Classes <b>\$275.00</b>	Informal Assessment :Classroom Assessments - - 12/15: On-time Credit Accrual.	On-time Credit Accrual.	Informal Assessment :Classroom Assessments - - 05/16: On-time Credit Accrual.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Accelerated Instruction - Joaquin High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to perform at grade level at the conclusion of the next regular school term.</p> <p>Each September and January the list of students meeting the State-adopted "at risk" criteria is updated by the High School At-Risk Coordinator and disseminated to the High School Principal for circulation to faculty and support staff. Programs and services, and the progress individual students are making in them, are reviewed at least three times a year. The School Counselor and Special Education Director determine which students with disabilities meet the State "at-risk" criteria, based on State guidance.</p> <p>"At-Risk" students, and any other student, demonstrating difficulty in the acquisition of TEKS-based knowledge and skills will participate in supplemental Accelerated Instruction learning arrangements.</p>	8/2015 - 5/2016	Counselor - Kasi Trent	Coordinated - Time Contributions of Faculty and Staff		Increased academic performance by all students and all student groups. Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documentation :Student Records - 05/16: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: "Students at Risk of Dropping out of School" Assessment - Joaquin High School follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) - Revised 2013]  For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:  (1) was not advanced from one grade level to the next for one or more school years;  (2) if the student is in grade 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;  (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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;  (4) NA;  (5) is pregnant or is a parent;  (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;	8/2015 - 5/2016	Counselor - Kasi Trent	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/15: 80% of all students will achieve a passing score on TEKS-based benchmark assessments.	Increased student performance of target population and reduction in dropout rates once students reach junior and senior high grade levels.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b)]</b> <b>(2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(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.</p> <p>Activity: Tutorial Program - Extra-Duty Pay is paid to teachers staying after school, outside of their contract time, to offer Tutoring services to "At-Risk" students experiencing difficulty in the acquisition of TEKS-based curriculum and the STAAR Objectives.</p>	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - State Compensatory Education (SCE) - Extra-Duty Pay for Tutorials  <b>\$4,105.20</b>	Informal Assessment :Classroom Assessments - - Six Weeks: 80% of At-Risk students participating in SCE-funded Tutorials will achieve a passing grade in the tutored subject area.	Increased Student Achievement	Informal Assessment :Classroom Assessments - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.

**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b)]**

**(2) (4)]**

Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: PLATO Lab - Students who have failed a previous administration of STAAR EOC will work on the PLATO Lab system every day for 30 minutes. PLATO is an interactive, educational software program that instructs all levels of students in areas covering reading, writing, mathematics, science, social studies, life skills, career skills, and ESL. PLATO courseware modules contain tutorials, drills, applications, problem solving activities, reviews, practice, and mastery tests. PLATO is a user-friendly operation and students have the ability to work at an individual pace.</p>	8/2015 - 5/2016	PLATO Teacher - Sarah Barton PLATO Teacher - Mike Lawson	<p>State - State Compensatory Education (SCE) - PLATO Maintenance Agreement <b>\$15,000.00</b></p> <p>State - State Compensatory Education (SCE) - PLATO Lab Facilitator FTE: 0.29 <b>\$11,019.78</b></p>	Computer-Adaptive Test :Prescription Learning Lab - - 12/15: 90% of the "At-Risk" students participating in the PLATO Lab will be performing within their grade-level TEKS Objectives.	Increasing number of students being permanently removed from the "At-Risk" Roster.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.
<p>Activity: Core subject area Remediation Class - Students who are at risk of either failing a core subject area class or an EOC exam will receive additional assistance through Remediation classes for English Language Arts, Math and Social Studies. Students will participate in small group and individual instruction.</p>	8/2015 - 5/2016	Language Arts Teacher - Lynn Parrish High School Math Teacher - Regina Brazzel Social Studies Teacher - Carrie Obregon	<p>State - State Compensatory Education (SCE) - Time Contribution of Remediation Teachers FTE: 0.71 <b>\$35,895.80</b></p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Supplies <b>\$500.00</b></p>	Informal Assessment :Classroom Assessments - - 12/15: 80% of students participating in the class will improve their skills and achieve a passing score on TEKS-based benchmark assessments.	Increase in the number of students passing STAAR EOC tests.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate STAAR EOC exams.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy:  Special Education Program - Special education services are provided to eligible students in accordance with all applicable Federal law and regulations, State statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2015 - 5/2016	Special Education Director - Kathy Carrington	State - Special Education Block Grant - Time Contributions of SPED Staff <b>\$122,119.00</b>  State - Local - Special Education Manager <b>\$6,500.00</b>	Informal Assessment :Classroom Assessments - 12/15: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>SPED Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. School personnel, parents and professionals will evaluate the student's progress. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2015 - 5/2016	Special Education Director - Kathy Carrington	Local Funds - Special Education Testing Materials  <b>\$1,000.00</b>	Informal Assessment :Classroom Assessments - - 12/15: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessments - - 05/16: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.  Students with disabilities will improve by 1% on the appropriate mandated assessment instrument(s), as prescribed by the individual student's ARD.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Special Education Settings - As dictated by their ARDs, Special Education students are served in self-contained or departmentalized Resource settings and/or mainstreamed into the general population for instruction. Instructional Arrangements for students in grades 9-12 include Inclusion with pullout sessions; a Content Mastery center that is available for students who may need additional assistance in any of the core subject areas and a Life Skills class.  Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. The Least Restrictive Environment required for academic success is always a main consideration.	8/2015 - 5/2016	Special Education Director - Kathy Carrington Life Skills Teacher - Sharon Shanz	Federal - IDEA-B Formula Funds - Time Contribution of Life Skills Staff FTE:        3.00  <span style="text-align: right;"><b>\$96,556.58</b></span>  State - Local - Special Education Resources  <span style="text-align: right;"><b>\$2,000.00</b></span>	Informal Assessment :Classroom Assessments - - 12/15: 70% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/16: 100% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.
Activity: Supplemental Reading Class - Reading has been added as a State Credit for students who qualify. Students who have reading difficulties or who have failed the Reading portion of the STAAR EOC English exam will receive supplemental reading instruction.	8/2015 - 5/2016	Language Arts Teacher - Lynn Parrish	Local Funds - Time Contributions of ELA Teacher		Students will be more successful in their reading and comprehension.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate STAAR EOC English exams.
Activity: Supplemental English Classes - A supplemental class will be provided to students who failed the STAAR EOC English exams.	8/2015 - 5/2016	Language Arts Teacher - Lynn Parrish	Local Funds - Time Contributions of ELA Teacher	Informal Assessment :Classroom Assessments - - 12/15: 100% of the students will pass Reading and Writing Benchmark tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate STAAR EOC English exams.



Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.  Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Counseling and Auditorially Impaired Services.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Federal - IDEA-B Formula Funds - Contracted Speech Therapy <div style="text-align: right;"><b>\$500.00</b></div> State - Local - Contracted Speech Therapy <div style="text-align: right;"><b>\$4,000.00</b></div>	Documentation :Student Records - - 12/15: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documentation :Student Records - - 05/16: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Transition Services - Joaquin ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.  1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).  2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.  When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2015 - 5/2016	Special Education Director - Kathy Carrington	Local Funds - Time Contributions of Transition Coordinator		Students with disabilities are involved in a comprehensive and holistic educational system and process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.	Documentation :Student Records - - 05/16: Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity:  Adaptive Behavior Center (ABC) -The purpose of the Adaptive Behavior Center is to provide a structured intervention program designed to assist student with a pattern of persistent misbehavior. The ABC is a self-contained behavior classroom where students are provided a free appropriate public education within a structured setting. The classroom program will help students strengthen academic, behavior and social skills needed to make a successful transition back to their home campus.  The ABC uses a level system from Entry level to Level 4 that allows students to earn increasing amounts of privileges and points. At Level 4, students begin transition activities, including a behavior contract, which will allow them to return to the home campus.	8/2015 - 5/2016	High School Principal - Jimmy Jackson Adaptive Behavior Class Teacher - Billy Cravey	State - Local - Time Contributions of Staff and Faculty		Decrease in ISS and DAEP Placements for Special Education Students.	Documentation :Discipline Records - - 05/16: Fewer Discipline Referrals for Special Education students.
Strategy:  English as a Second Language (ESL) Program - Joaquin High School offers an ESL Program as needed to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL Program emphasizes the mastery of English language skills, as well as Math, Science and Social Studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.	8/2015 - 5/2016	Special Education Director - Kathy Carrington	State - Bilingual Block Grant - Supplies and Materials <span style="float: right;">\$300.00</span>  Federal - Title III, Part A - LEP - Region VII Shared Service Arrangement <span style="float: right;">\$4,972.00</span>	See Activities Below	Students exiting LEP designation by LPAC.  Narrowing the achievement gap between LEP students and non-LEP students.	See Activities Below

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Limited English Proficient (LEP) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.  The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades 9-12. In grades 9-12, this includes multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2015 - 5/2016	ESL Teacher - Yesenia Corrales ESL Teacher - Regina Brazzel ESL Teacher - Lynn Parrish	Local Funds - Time Contribution of Staff  Federal - Title III, Part A - LEP - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/15: Students have been identified in a legal and timely manner and appropriately place in the ESL program by the LPAC.	Significant increase in LEP students' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Informal Assessment :Classroom Assessments - - 05/16: Significant increase in LEP students oral language proficiency as assessment results help LPAC determine appropriate ESL placement.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  LEP Modifications - LEP students are served in the ESL Program as dictated by TEC Sections 29.053 and 29.063.  The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas and the emotional and social attainment of each student.  Students are served through both through daily, one period, pullout ESL sessions and content-based ESL classes which integrate ESL instruction with subject matter instruction.	8/2015 - 5/2016	ESL Teacher - Yesenia Corrales ESL Teacher - Regina Brazzel ESL Teacher - Lynn Parrish	Federal - Title III, Part A - LEP - Shared Service Agreement	Informal Assessment :Classroom Assessments - - 12/15: 80% of the LEP students will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting LEP designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Exit Criteria - Exit criteria are applicable to students in grades 9 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> <li>* the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and</li> <li>* the student has passing grades in all core academic subjects and courses taken.</li> </ul> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time</p>	8/2015 - 5/2016	ESL Teacher - Yesenia Corrales ESL Teacher - Regina Brazzel ESL Teacher - Lynn Parrish	State - Bilingual Block Grant - Time Contribution of Staff	Informal Assessment :Classroom Assessments - - 12/15: 80% of the LEP students will score within LPAC expectations on an Oral Language Assessment instrument and any other appropriate assessment prescribed by the LPAC.	Students exiting LEP designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Activity:</p> <p>Outreach to Parents of LEP students - Joaquin High School faculty and staff proactively meet with parents of LEP students to inform them of how they can participate in their children's education and help their children learn English.</p> <p>Parents are provided with the opportunity to use the Rosetta Stone language program to aid in the acquisition of the English language.</p> <p>The school provides communication in an understandable format and in the parent's primary language.</p> <p>Strategy:</p> <p>Dyslexia Program - Joaquin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence and socio-cultural opportunity.</p> <p>"Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	<p>7/2015 - 6/2016</p>	<p>ESL Teacher - Yesenia Corrales ESL Teacher - Regina Brazzel ESL Teacher - Lynn Parrish</p>	<p>Local Funds - Time Contribution of Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/15: In a comparison of assessment data of LEP and non-LEP students, LEP students are making equitable academic gains.</p>	<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.</p>
<p>Dyslexia Program - Joaquin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence and socio-cultural opportunity.</p> <p>"Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	<p>8/2015 - 5/2016</p>	<p>Dyslexia Teacher - Jennifer Groves</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>See Activities Below</p>	<p>Students participating in the Dyslexia Program will be performing to the same standards as all students.</p>	<p>See Activities Below</p>

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Dyslexia and Related Disorders Assessment - Assessment results of students previously served through a Dyslexia program, in Joaquin ISD, or any other school district, will be monitored to ensure the Dyslexia or related disorder is not hampering the student's academic performance.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Assessment Instruments and Testing Materials		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of each student's need.	Documentation :Student Records - - 05/16: 100% of the students identified with Dyslexia have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.
Activity: Multisensory Teaching Approach (MTA) - Joaquin High School uses MTA for remediation of Dyslexia in a pullout setting. This is a comprehensive language arts program addressing the areas of alphabet/dictionary skills, reading, reading comprehension, cursive handwriting, and spelling.  Guided discovery and multisensory techniques are utilized for introducing, reviewing, and practicing skills in the curriculum areas listed above. This is an approach to teaching reading that combines visual, auditory and kinesthetic instruction.	8/2015 - 5/2016	Dyslexia Teacher - Jennifer Groves	State - Local - Time Contributions of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/15: 80% of students will demonstrate improved reading and comprehension skills.	Students participating in supplemental monitoring, assistance and instruction will be performing equally with their non-Dyslexic peers.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate STAAR EOC English exams.
Activity: Audio Books - Joaquin High School will increase its capacity to provide audio books for students with reading difficulties through books on CD and iTunes.	8/2015 - 5/2016	Dyslexia Teacher - Jennifer Groves	Local Funds - Audio Books  <b>\$2,000.00</b>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/16: Increase in the number of books read by dyslexic students and other students with reading difficulties.



Campus Improvement Plan  
Joaquin High School 2015-2016

**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]**  
 Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Dyslexia Monitoring - Students previously participating in a Dyslexia program will be monitored by the High School Counselor, ensuring that educational intervention is on-time and appropriate if the student is not meeting grade-appropriate benchmark testing goals due to reading deficiencies.	8/2015 - 5/2016	Counselor - Kasi Trent Dyslexia Teacher - Jennifer Groves	Local Funds - Time Contribution of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/15: 80% of the students who have previously participated in a Dyslexia Program will achieve no less than a score equivalent to a numeric grade of 80 on each appropriate English Language Arts TEKS-based assessment.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate STAAR EOC English exams.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include</p> <ul style="list-style-type: none"> <li>- Individual or small group administration</li> <li>- Oral/signed administration</li> <li>- Extra time</li> </ul> <p>Environmental accommodations may also be made for students. These may include</p> <ul style="list-style-type: none"> <li>- Change student seating as needed for the situation</li> <li>- Other accommodations as indicated in the 504 plan</li> </ul> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge (TEKS).</p> <p>The 504 students` progress is monitored by the Student Support Team to ensure that their individual needs have been diagnosed appropriately and that they are receiving timely and appropriate assistance.</p>	8/2015 - 5/2016	Special Education Director - Kathy Carrington 504 Coordinator - Kasi Trent	Coordinated - Time Contributions of Faculty, Staff and Committee Members		504 students receiving an equitable education compared to their non-504 peers.	Documentation :Counselor's Records - 05/16: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor records.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Gifted and Talented (G/T) Program - Joaquin ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - Gifted and Talented Block Grant - Time Contributions of G/T Staff and Faculty  <b>\$6,958.00</b>	See Activities Below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities Below.
Activity: G/T Assessment - Students go through a nomination and assessment process for G/T identification that includes at least 3 criteria (both qualitative and quantitative measures) with data gathered by the Identification Committee. The Identification Committee is composed of 3 local district or campus educators who have received training in the nature and needs of gifted students (19 TAC 89.1(4)). Assessment instruments include:  1) G/T Teacher Rating Inventory, 2) Parent Questionnaire, 3) G/T Teacher "Jot Down," 4) Scales for the Rating of Behavioral Characteristics of Superior Students, 5) "Age PR-S" on the Otis-Lennon (score of 90 or above, not less than 84), 6) Nonverbal IQ assessment, 7) Student Interview Questions.	8/2015 - 5/2016	Counselor - Kasi Trent	State - Gifted and Talented Block Grant - Assessment Instruments and Testing Materials		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :Student Records - - 05/16: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  G/T Modifications - The G/T Program at Joaquin High School offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies, within the regular Foundation program. G/T students also participate in a daily one period pull out class. Students are assigned independent projects, group projects with G/T peers and projects with non-G/T students, as indicated in teacher Lesson Plans. The G/T Teacher provides supervision for all projects.  Students may participate in Robotics, and Model United Nations as well as the AP and Pre AP classes.  Honors classes that are offered to G/T students include * College English III and IV * Pre-Calculus * Spanish III and IV * Anatomy and Physiology.  Pre Calculus is also offered as a Pre-AP (Advanced Placement) class.	8/2015 - 5/2016	G/T Teacher - Regina Brazzel	Local Funds - Time Contribution of Staff  State - Local - G/T Instructional Resources <div style="text-align: right;">\$300.00</div> State - Local - Student Travel <div style="text-align: right;">\$150.00</div>	Informal Assessment :Classroom Assessments - - Six Weeks: All students will attain and retain a score of no less than 88.	G/T students will graduate within the top 10% of their class.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Dual Credit classes - Students have the opportunity to obtain dual credit for high school and college through Panola College and Stephen F. Austin State University. Dual Credit Classes that are available include * English IV * Spanish I * Spanish II * Anatomy and Physiology * World History * Government * Chemistry * Accounting II * Sociology * Speech * US History * Fine Art * Pre Calculus * Calculus * Psychology * Astromomy	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Time Contribution of Staff  Local Funds - Student Travel-Instructional <div style="text-align: right;"><b>\$300.00</b></div>		Students will graduate with college credits.	Informal Assessment :Classroom Assessments - - 05/16: 100% of students attaining dual credit for the courses they participated in.
Activity: G/T Parent Meetings - The G/T Sponsor periodically invites parents to discuss the G/T Program and G/T student issues, and to review student projects.	8/2015 - 5/2016	G/T Teacher - Regina Brazzel	Local Funds - Time Contribution of Staff		The educational needs of G/T students will have been met, as indicated on teacher and parent surveys and teacher grade reports.	Documentation :Parent Contact Logs - - 05/16: Increase in participation by parents of G/T students.
Strategy: Career and Technology Education (CTE) - Joaquin High School offers CTE programs in Agriculture Science, Family and Consumer Science, Business and Technology. Admission to these programs is based on classification, pre-requisite course completion and career interest.  Joaquin ISD also offers courses for students to obtain Vocational Certifications through Panola College.	8/2015 - 5/2016	Counselor - Kasi Trent	Local Funds - Time Contribution of CTE Staff <div style="text-align: right;"><b>\$202,576.00</b></div> Local Funds - CTE Supplies, Materials and Equipment <div style="text-align: right;"><b>\$60,800.00</b></div> State - Local - Counselor Supplies for CTE <div style="text-align: right;"><b>\$200.00</b></div>	Informal Assessment :Report Card Grades - Six Weeks: 90% of CTE participants with six-weeks CTE Report Card grades equivalent to a numeric score of 80.	Average CTE Semester scores equal to at least a numeric score of 80.	Informal Assessment :Report Card Grades - Six Weeks: 90% of CTE participants with six-weeks CTE Report Card grades equivalent to a numeric score of 80.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b) (2) (4)]</b> Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: CTE Student Organizations - Future Farmers of America (FFA) and Future Career and Community Leaders of America (FCCLA) are both organizations in which Joaquin High School students can participate.	8/2015 - 5/2016	Agriculture Science Teacher - Shane Vance FCCLA Teacher - Amanda Russell	Local Funds - Time Contribution of Staff		Students will have a greater understanding of career fields through participation in these organizations.	Documentation :Student Records - - 05/16: Reduced Dropout Rate
Strategy: Ancillary Services - Joaquin High School provides Ancillary Services, or "related services," to students to ensure that variables beyond their control do not compromise academic performance and to ensure that support programs fill in any gaps in the educational process.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Coordinated - Time Contributions of Ancillary Staff	Informal Assessment :Other - See Individual Activities.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".	Informal Assessment :Other - See Individual Activities.
Activity: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups-behavior, attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning.	8/2015 - 5/2016	Counselor - Kasi Trent	Local Funds - Time Contributions of Counselor <b>\$30,481.00</b>  Local Funds - Counseling Supplies and Materials <b>\$400.00</b>  Local Funds - Contracted Data Mangement and Assessment Program <b>\$1,798.00</b>	Documentation :Counselor's Records - - 12/15: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Informal Assessment :Classroom Assessments - - 05/16: Increase in the number of students receiving passing scores on Informal inventories: STAR Assessment, STAAR EOC tests and Oral Language Proficiency tests.

Campus Improvement Plan  
Joaquin High School 2015-2016

**Goal: 2**      **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001 (b)**

**(2) (4)]**

Objective(s): 9th-12th      90% of all students will attain passing scores on informal TEKS assessments.

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Library Services - A comprehensive Library Program is available to all High School students for research, independent study, career investigation, on-line assessments, other Internet access, checking out resources and other library-related activities. The library program also aids with benchmarking process.</p>	8/2015 - 5/2016	High School Principal - Jimmy Jackson	<p>Local Funds - Time Contributions of Librarian <b>\$546.00</b></p> <p>Local Funds - Contracted Software and Services <b>\$1,200.00</b></p> <p>Local Funds - Library Books and Supplies <b>\$1,500.00</b></p>	<p>Documentation :Student Records - - 12/15: All Joaquin High School students have access to the Library on a regularly scheduled basis.</p> <p>Teacher records indicate that at least 80% of the students have participated in Library activities.</p>	The Joaquin High School Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documentation :Student Records - - 05/16: Teacher records indicate that 100% of the students have participated in Library activities.
<p>Activity:</p> <p>Homeless Services - The Joaquin ISD Homeless Liaison will work with the district administrators, counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Joaquin ISD will be in compliance with federal Homeless regulations.</p>	8/2015 - 5/2016	Special Education Director - Kathy Carrington	Federal - Title I, Part A - Homeless Resources <b>\$495.00</b>	Documentation :Agendas, Sign-in Sheets, Minutes - - 12/15: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in their education because of homelessness.	Informal Assessment :Classroom Assessments - - 05/16: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.





Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b)(3)]</b>						
Objective(s): 9th-12th Attendance rates for all Students will equal or exceed 97%. 9th-12th Dropout Rate will drop to 0.0%.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Dropout Prevention Programs and Activities - In an effort to have a positive impact on the Joaquin ISD dropout rate, Joaquin High School is implementing activities and programs that will help maintain or attain 0.0% dropout rate of "All" students and "All Student Groups." These include offering attendance incentives, enforcing tardy procedures and Guest Speakers.</p> <p>Guest speakers will focus on charges filed and providing information to teachers on an "ethic of care" toward students.</p> <p>Collaborative meetings with county officials will be held to develop a viable juvenile program for offenders.</p> <p>Activity:</p> <p>Personal Graduation Plan (PGP) - A PGP will be prepared for any student in a middle school or high school who did not perform satisfactorily on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in the 9th grade. The PGP will be designed and implemented by the Guidance Counselor, teacher, or other staff member designated by the Principal. The Plan will identify the student's educational goals and include consideration of the parent's educational expectations for the student.</p>	<p>8/2015 - 5/2016</p>	<p>Counselor - Kasi Trent High School Principal - Jimmy Jackson</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Informal Assessment :Classroom Assessments - 12/15: 80% of students will pass campus benchmark tests in all subjects.</p>	<p>Maintain Joaquin High School dropout rate of 0.0%.</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.</p> <p>Documentation :Attendance Records - 05/16: 10% increase in attendance.</p>
<p>Personal Graduation Plan (PGP) - A PGP will be prepared for any student in a middle school or high school who did not perform satisfactorily on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in the 9th grade. The PGP will be designed and implemented by the Guidance Counselor, teacher, or other staff member designated by the Principal. The Plan will identify the student's educational goals and include consideration of the parent's educational expectations for the student.</p>	<p>6/2015 - 6/2016</p>	<p>Counselor - Kasi Trent High School Principal - Jimmy Jackson</p>	<p>Local Funds - Time Contributions of Counselor</p>		<p>On-Time Credit Accrual.</p>	<p>Informal Assessment :Classroom Assessments - - 05/16: On-Time Credit Accrual.</p>

<b>Goal: 3</b> <b>Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b)(3)]</b>						
Objective(s):    9th-12th                  Attendance rates for all Students will equal or exceed 97%. 9th-12th                  Dropout Rate will drop to 0.0%.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Pregnancy and Parenting Related Services - PEP is an alternative education program for students who are pregnant or who are parents. This program offers basic courses in Language Arts, Mathematics, Social Studies, and GED-Prep.</p> <p>Any student who is pregnant is eligible to receive Pregnancy Related Services (PRS) as verified by a responsible campus official (administrator, Nurse, or Counselor); a physician or Nurse Midwife licensed to practice in the U.S.; or a Nurse practitioner. Joaquin ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery, and PRS exit date. The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff, and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.</p>	8/2015 - 5/2016	Counselor - Kasi Trent	State - State Compensatory Education (SCE) - Extra-Duty Pay for PRS/Homebound Services  <p style="text-align: right;"><b>\$1,539.45</b></p>		0.0% Dropout Rate.  On-Time Credit Accrual.	Documentation :Student Records - - 05/16: 0.0% Dropout Rate.  On-Time Credit Accrual.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 3</b> <b>Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b)(3)]</b>						
Objective(s): 9th-12th      Attendance rates for all Students will equal or exceed 97%. 9th-12th      Dropout Rate will drop to 0.0%.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Extracurricular Activities, Clubs, Organizations: - Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition and build strong friendships with other students.</p> <p>Historically, engaging students in academic support programs, specifically, extracurricular activities, clubs and quasi-school-related organizations has been instrumental in them becoming engaged in the educational system and its support systems.</p> <p>Eligibility for participation in many of these activities is governed by State law, as well as, rules of the University Interscholastic League (U.I.L.).</p>	7/2015 - 5/2016	High School Principal - Jimmy Jackson	<p>Local Funds - Time Contributions of UIL/Other Extracurricular Sponsors  <span style="float: right;"><b>\$177,894.00</b></span></p> <p>Local Funds - Supplies and Materials-UIL/Other Extracurricular  <span style="float: right;"><b>\$1,500.00</b></span></p> <p>Local Funds - Travel and Subsistence-UIL/Other Extracurricular  <span style="float: right;"><b>\$31,640.00</b></span></p>		<p>All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Documentation :Student Records - 05/16: Increase in the percentage of students engaged in extracurricular activities, clubs and organizations.</p> <p>Reduced dropout rate.</p>



Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 3</b> <b>Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001 (b)(3)]</b>						
Objective(s): 9th-12th      Attendance rates for all Students will equal or exceed 97%. 9th-12th      Dropout Rate will drop to 0.0%.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Band Programs - U.I.L Band activities are available to Joaquin High School students to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.	8/2015 - 5/2016	Band Teacher - James Carpenter	Local Funds - Contracted Band Services <p style="text-align: right;"><b>\$1,000.00</b></p> Local Funds - Band Supplies and Capital Outlay <p style="text-align: right;"><b>\$4,000.00</b></p> Local Funds - Band Travel and Expenses <p style="text-align: right;"><b>\$2,000.00</b></p>		Students involved in extracurricular activities and ongoing student success in all academic areas.	Informal Assessment :Classroom Assessments - - 05/16: Students participating in U.I.L. competitions will achieve a score of no less than 70 for their participation in the sports class and no less than 70 in each core academic class the same semester. (No Pass, No Play)

**Goal: 4** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TEC §4.001 (b)(5)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

<b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TEC §4.001 (b)(5)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling - The Counselor will assist students in monitoring and understanding their own development. Areas addressed include:  * Education: Acquisition of study skills and choosing appropriate programs and services;  * Career: Need for positive work habits, career awareness and investigations of opportunities;  *Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior.  The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:  1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education;  2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;  3) The need for students to make informed curriculum choices to be prepared for success beyond high school;  4) Source of information on higher education; and  5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2015 - 5/2016	Counselor - Kasi Trent	Local Funds - Time Contribution of Counselor  State - Local - Textbooks for College Classes  <p style="text-align: right;"><b>\$275.00</b></p>	Documentation :Lesson Plans - 12/15: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documentation :Student Records - 05/16: An increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.

**Goal: 4** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TEC §4.001 (b)(5)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Investigation is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements.</p>						



Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b)(6)(9)]</b> Objective(s): 9th-12th 100% of Joaquin High School's teachers will continue the educational process by attending scientifically validated professional development on an annual basis.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Professional Development Program - Joaquin ISD provides districtwide and campus-level programs and activities for developing a professional staff to effectively meet the needs of "All" students, i.e. students meeting the State-adopted "at-risk" criteria, 504 students, limited English proficient students, students with disabilities, G/T, etc., training that few received in college, developing professionals with the prerequisite skills for working with and teaching Joaquin High School students.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Coordinated - Time Contributions of Staff and Faculty <p style="text-align: right;"><b>\$4,321.00</b></p> State - Local - Staff Development Supplies <p style="text-align: right;"><b>\$1,800.00</b></p>	Informal Assessment :Classroom Assessments - 12/15: An increase in each student's score, on appropriate assessment instruments, as dictated above under the Campus' Assessment Program, demonstrating the special skills of professionals and paraprofessionals.	Increase in student performance as professional development activities focus on weaknesses in the educational system--faculty, students and resources.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students will achieve a passing score on the appropriate subject area STAAR EOC tests.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b)(6)(9)]</b>						
Objective(s): 9th-12th 100% of Joaquin High School's teachers will continue the educational process by attending scientifically validated professional development on an annual basis.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: SBDMC Involvement - Through the SBDMC, teachers participate in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD Plan for the campus. This ensures that PD supports both the District and Campus Improvement Plans.  Annual Needs Assessment results indicate a need for:  * Training and mentorships for new teachers;  * Professional development in specialized areas - i.e., teaching limited English proficient students, G/T students, students meeting the State-adopted "at-risk" criteria, students with disabilities;  * Periodic training for teachers in how to identify difficulties and to provide assistance to individual students;  * Pay incentives;  * Job fair early postings;  * Effective mentoring of new staff; and  * Effective and comprehensive induction of new staff.	4/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Contracted Professional Development <b>\$8,715.00</b>  Local Funds - Professional Development Travel and Expenses <b>\$3,050.00</b>	Documentation :Professional Development Documents - - 05/15: The SBDMC will have designed a PD program that meets the needs of the Joaquin High School faculty and is coordinated with the LEA PD program.	A Professional Development program that ensures a positive impact on student performance by ensuring that professionals have the prerequisite skills to teach "All" students.	Documentation :Professional Development Documents - - 05/16: Faculty and staff will have continued to receive the training required of the needs assessment results.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b)(6)(9)]</b> Objective(s): 9th-12th 100% of Joaquin High School's teachers will continue the educational process by attending scientifically validated professional development on an annual basis.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Academic Content Professional Development - Joaquin ISD is a member of the Region VII, ESC Academic Content Consortium. The faculty has access to all of the ELA, Social Studies, Math, and Science seminars, workshops and lectures presented through this consortium. The ESC's programs focus on scientifically research-based strategies and activities.	6/2015 - 5/2016	High School Principal - Jimmy Jackson	State - Local - Academic Content Coop <b>\$2,554.00</b>	Informal Assessment :Classroom Assessments - - 12/15: An increase in each student's score, on appropriate assessment instruments, as dictated above under the Campus' Assessment Program, demonstrating the special skills of professionals and paraprofessionals.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.
Activity: Curriculum Alignment - Through participation in the Region VII ESC Curriculum and Professional Development consortiums, the faculty of Joaquin High School is trained in the following:  * TEKS as a Vertical Alignment Tool  * Instructional activities tied to TEKS and STAAR  * Vertical Alignment Support through Software Integrating TEKS and the STAAR  * Texas Reading Initiative Curriculum Structure  * Differentiating Instruction, Incorporating Science and Social Studies Curriculum and TEKS into Reading/Language Arts  * Multicultural Curriculum: expose ESL teacher to various workshops at Region VII ESC  * John Crane English Language Arts Curriculum Alignment.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - Local - Time Contributions of Curriculum Director <b>\$4,321.00</b>  Local Funds - Contracted Region VII TEKS Training <b>\$1,731.00</b>	Informal Assessment :Classroom Assessments - - 12/15: An increase in student scores on class assignments, unit and six weeks tests, midyear TEKS-based tests.	Students' scores on assessment instruments will increase as appropriate curriculum choices are made and a refinement of same is complete.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b)(6)(9)]</b> Objective(s): 9th-12th 100% of Joaquin High School's teachers will continue the educational process by attending scientifically validated professional development on an annual basis.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Professional Development Assessment - The Joaquin High School Professional Development program will be evaluated in light of students performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Professional Development Records		Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.
Strategy: Recruitment and Retention Initiatives - Faculty recruitment strategies are primarily implemented at the Central Administration level. Teachers will be recruited through University and College Job Fairs, networking through Principal's Academy and through TEPSA, as well as through the ESC.  Joaquin High School offers stipends in high need areas such as Math, Science and Foreign Language.	8/2015 - 5/2016	Director of Human Resources - Donna Vergo	Federal - Title II, Part A - Math Stipends <span style="float: right;"><b>\$10,145.00</b></span>  Federal - Title II, Part A - Science Stipends <span style="float: right;"><b>\$5,072.00</b></span>  Federal - Title II, Part A - Foreign Language Stipends <span style="float: right;"><b>\$10,145.00</b></span>	Documentation :Highly Qualified Report - 08/15: 100% Highly Qualified and Certified Faculty.	100% Highly Qualified and Certified Faculty.	Documentation :Highly Qualified Report - 05/16: 100% Highly Qualified and Certified Faculty.
Activity: Teacher Certification - Teacher Certification Fees may be paid by the district to help ensure a 100% highly qualified faculty of current teachers in critical areas. Development of teachers through Clinical Supervision also ensures a 100% highly qualified staff.	8/2015 - 5/2016	Director of Human Resources - Donna Vergo	State - Local - Certification Fees <span style="float: right;"><b>\$600.00</b></span>		100% Highly Qualified Faculty	Documentation :Highly Qualified Report - - 05/16: 100% certified and highly qualified faculty.

<b>Goal: 5      Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001 (b)(6)(9)]</b> Objective(s): 9th-12th      100% of Joaquin High School's teachers will continue the educational process by attending scientifically validated professional development on an annual basis.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Parent Notifications - Parents are provided with notifications about teacher qualifications.  They are notified about teacher qualifications at the beginning of school year.  Parents are also notified when their student is assigned for 30 or more consecutive days to a core academic subject area teacher who is not highly qualified in that area.  The notification is in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Cost of Paper, Copying and Postage		Informed Parents that can make Informed Decisions	Documentation :School Records - - 05/16: School records indicate that students' parents have been dutifully notified regarding situations that could impact their student's education.

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001 (b) (10)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Technology Enriched Curriculum - Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few. DMAC is used for Data Disaggregation.</p>	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - Local - Technology Supplies and Materials  <b>\$5,000.00</b>		Increased Student Achievement	Documentation :School Records - 05/16: Appropriate hardware and software will be available in classrooms, labs and library to assist teachers with integrating technology into instruction.
<p>Activity:</p> <p>Technology Policies - Every Joaquin High School faculty member, student and parent having access to Joaquin High School computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Joaquin High School is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Joaquin High School has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Joaquin ISD School Board Policy CQ (Local).</p>	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Technology Policy Resources	Documentation :School Records - - 08/15: 100% of the students at Joaquin High School that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :School Records - - 06/16: No incidents of students breaking the Acceptable Use Policy.

<b>Goal: 6      Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001 (b) (10)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy:  Technology Professional Development - The staff of Joaquin High School will be provided assistance in integrating technology TEKS into the curriculum and other technological areas as needed including training on Kuta Math and Blue Pelican Math. There will also be staff members who will attend the annual TCEA conference.	9/2015 - 5/2016	Technology Administrator - Landon Oliver	State - Local - Professional Development Travel and Registration for Technology Coordinator  \$250.00		Teachers using technology as an instructional tool to accelerate student learning and support student's individual learning styles.	Informal Assessment :Classroom Assessments - 05/16: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

**Goal: 7**      **A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**  
 Objective(s): 9th-12th      The percentage of students with disciplinary placements will not exceed the 2014-2015 rate.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>



<b>Goal: 7      A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 9th-12th      The percentage of students with disciplinary placements will not exceed the 2014-2015 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy:  Coordinated School Health Program - The Coordinated School Health Program CSHP is designed to promote healthy behaviors, helping students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:  1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;  2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;  3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;  4. Counseling services designed to improve the mental, emotional and social health of students;  5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;  6. School, parent and community involvement in the health and well-being of students;  7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/15: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - 05/16: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

<b>Goal: 7      A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 9th-12th      The percentage of students with disciplinary placements will not exceed the 2014-2015 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
social development; and  8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.  Activity: School Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Joaquin High School offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.  Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.	8/2015 - 5/2016	Nurse - Portia King	Local Funds - Time Contributions of Nurse  <b>\$9,696.00</b>		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - - 05/16: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 7 A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 9th-12th The percentage of students with disciplinary placements will not exceed the 2014-2015 rate.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Parent and Community Involvement - Parents and community members are urged to become equal partners in their student's health and education at Joaquin High School. The SBDMC, SHAC, PTO and various other committees and community-based coalitions provide the opportunity for parents and community members to approach student education in a coordinated and integrated manner.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Time Contributions of Staff and Community Members	Documentation :Parent Contact Logs - - 12/15: 100% of parents and community members will have the opportunity to become involved in their student's health education.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Parent Contact Logs - - 05/16: 90% of district parents will have attended campus athletic or other fitness-related activities.
Strategy: Safe Schools Initiatives - In an effort to promote "Safe Schools", Joaquin High School will promote special initiatives and activities that support the Safe School environment. Activities include:  * Campus Safety Rules  * Campus Dress Code  * Campus Discipline Code  * Regularly scheduled fire drills  * Professional Development for Staff - Crisis Prevention/Intervention which provides training on how to safely manage disruptive and assaultive behavior.  * Fire Prevention Week  * Student Assemblies to enhance student safety and help students to make healthy choices	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - School Security  <b>\$8,800.00</b>		Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documentation :School Records - 06/16: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

Campus Improvement Plan  
Joaquin High School 2015-2016

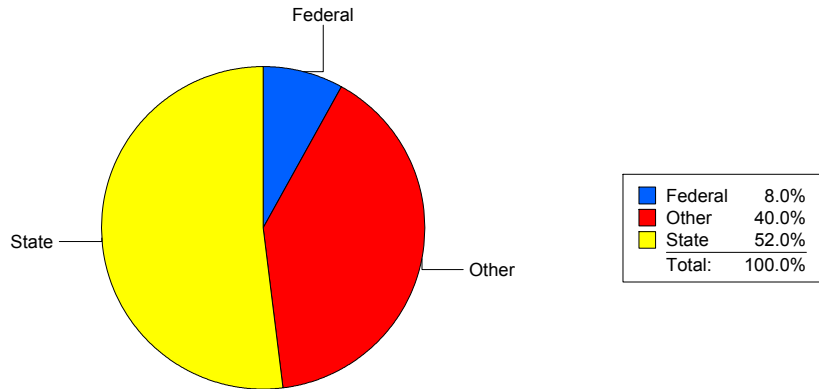
<b>Goal: 7 A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b>						
<b>Objective(s):</b> 9th-12th The percentage of students with disciplinary placements will not exceed the 2014-2015 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Emergency Action Plan - The Emergency Action Plan will continue in 2015-2016 to be practiced by staff and necessary refinements made to meet all safety needs of the HS campus.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	Local Funds - Time Contribution of Staff	Documentation :School Records - - 04/15: The Emergency Action Plan will have been utilized during Mock Emergencies to ensure that refinements that are needed have been made and that all of the staff has had the prerequisite practice to ensure each feels comfortable with the Plan.	Emergencies will be addressed in a professional, expeditious and effective manner.	Documentation :School Records - - 05/16: Joaquin High School will continue to have an effective Emergency Action Plan and Crisis Response Team to meet all safety needs.
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - Annual review of tobacco, alcohol and other drug use incident data will be conducted by the School Counselor and Principal, using the data to plan specific programs and activities. Activities include:  * Great American Smoke Out, * Red Ribbon Week, * Drunk Goggles * Movie and Discussions on drugs, * Health and Science Lessons on drug use.  The campus also has drug and alcohol prevention programs. * Alcohol Tester which is used to detect alcohol in beverages brought to school  * K-9 Detection through Interquest Detection Canines will do random drug detection visits to the campus  The campus coordinates with community-wide efforts to achieve drug and violence prevention goals, as well as with other federal, state and local programs. Joaquin ISD has a Health Advisory Committee in which the campus participates.	8/2015 - 5/2016	Counselor - Kasi Trent	Local Funds - Time Contributions of Staff	Documentation :Agendas, Sign-in Sheets, Minutes - - 08/15: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.	A Drug-Free Student Body, Faculty and Staff	Documentation :Counselor's Records - - 05/16: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.

Campus Improvement Plan  
Joaquin High School 2015-2016

<b>Goal: 7 A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s): 9th-12th The percentage of students with disciplinary placements will not exceed the 2014-2015 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.  DAEP serves grades 9th – 12th and younger as needed. Joaquin High School students who have violated the district code of conduct may be assigned to the DAEP facility in Center, Texas - Center ISD.  In-School Suspension (ISS) is available to students who are habitually tardy, are a disruption in class or on campus and who do not complete classroom assignments, etc.	8/2015 - 5/2016	High School Principal - Jimmy Jackson	State - State Compensatory Education (SCE) - DAEP Share Services Arrangement <b>\$26,000.00</b>	Informal Assessment :Classroom Assessments - - 12/15: The students assigned to alternative programs are meeting the minimum expectations of the district in the acquisition of the TEKS Objectives.	Dropout rate remains at 0%.  Students will stay and succeed in school.	Criterion-Referenced Test :STAAR Tests - - 05/16: 100% of students will meet minimum expectations on the appropriate subject area STAAR EOC exams.

<b>Goal: 7 A safe and disciplined environment conducive to student learning will be maintained by providing appropriate programs to all students demonstrating a need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b>						
<b>Objective(s):</b> 9th-12th The percentage of students with disciplinary placements will not exceed the 2014-2015 rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Counseling Responsive Services - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:  <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:  <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	8/2015 - 5/2016	Counselor - Kasi Trent	State - Local - Time Contributions of Counselor		Students with positive goals, successful social skills and a positive outlook on life.	Documentation :Counselor's Records - 05/16: Reduction in Counseling referrals for Responsive Services.

## Funding Values By Program



Campus Improvement Plan  
**Joaquin High School 2015-2016**  
**Funding Values By Program**

<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>IDEA-B Formula Funds</b>		
Time Contribution of Life Skills Staff	3.00	\$96556.58
Contracted Speech Therapy	0.00	\$500.00
<b>Title I, Part A</b>		
Homeless Resources	0.00	\$495.00
<b>Title II, Part A</b>		
Math Stipends	0.00	\$10145.00
Science Stipends	0.00	\$5072.00
Foreign Language Stipends	0.00	\$10145.00
<b>Title III, Part A - LEP</b>		
Region VII Shared Service Arrangement	0.00	\$4972.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Shared Service Agreement	0.00	\$0.00

Campus Improvement Plan  
 Joaquin High School 2015-2016

**Funding Values By Program**

		<u>\$127,885.58</u>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated</b>		
Time Contributions of Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty, Staff and Committee Members	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$4321.00
<b>Local Funds</b>		
Professional Development Records	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of UIL/Other Extracurricular Sponsors	0.00	\$177894.00
Supplies and Materials-UIL/Other Extracurricular	0.00	\$1500.00
Travel and Subsistence-UIL/Other Extracurricular	0.00	\$31640.00
Time Contribution of Counselor	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
School Security	0.00	\$8800.00
Instructional Resources	0.00	\$21000.00
Time Contributions of Committee Members	0.00	\$0.00
Testing Materials	0.00	\$750.00
Time Contribution of CTE Staff	0.00	\$202576.00
CTE Supplies, Materials and Equipment	0.00	\$60800.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Stickers, Pencils, Parties, Trips	0.00	\$0.00



Campus Improvement Plan  
**Joaquin High School 2015-2016**

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contribution of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Textbooks-College Classes	0.00	\$275.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Audio Books	0.00	\$2000.00
Time Contribution of Dyslexia Teacher	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contributions of ELA Teacher	0.00	\$0.00
Time Contributions of ELA Teacher	0.00	\$0.00
Time Contributions of Transition Coordinator	0.00	\$0.00
SpecialEducation Testing Materials	0.00	\$1000.00
Time Contribution of Staff	0.00	\$0.00
Desktop Messaging Center	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Contracted Region VII TEKS Training	0.00	\$1731.00
Band Travel and Expenses	0.00	\$2000.00
Cost of Paper, Copying and Postage	0.00	\$0.00
Technology Policy Resources	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Professional Development Travel and Expenses	0.00	\$3050.00
Time Contributions of Nurse	0.00	\$9696.00
Time Contributions of Staff and Community Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

Campus Improvement Plan  
 Joaquin High School 2015-2016

**Funding Values By Program**

<b>Other</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Local Funds</b>		
Time Contribution of Staff	0.00	\$0.00
Student Travel-Instructional	0.00	\$300.00
Time Contribution of Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$30481.00
Counseling Supplies and Materials	0.00	\$400.00
Contracted Data Mangement and Assessment Program	0.00	\$1798.00
Time Contributions of Librarian	0.00	\$546.00
Contracted Software and Services	0.00	\$1200.00
Library Books and Supplies	0.00	\$1500.00
Athletic Supplies-Equipment Repair	0.00	\$31485.00
Athletic Travel, Insurance and Entry Fees	0.00	\$24151.00
Contracted Cheer Judges/Twirling Instructor	0.00	\$2500.00
Cheerleading Expenses	0.00	\$2000.00
Contracted Band Services	0.00	\$1000.00
Band Supplies and Capital Outlay	0.00	\$4000.00
Contracted Professional Development	0.00	\$8715.00
		<b>\$639,109.00</b>
<b>State</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Bilingual Block Grant</b>		
Time Contribution of Staff	0.00	\$0.00
Supplies and Materials	0.00	\$300.00
<b>Gifted and Talented Block Grant</b>		
Time Contributions of G/T Staff and Faculty	0.00	\$6958.00

Campus Improvement Plan  
 Joaquin High School 2015-2016

**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Gifted and Talented Block Grant</b>		
Assessment Instruments and Testing Materials	0.00	\$0.00
 <b>Local</b>		
G/T Instructional Resources	0.00	\$300.00
Student Travel	0.00	\$150.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Contracted Speech Therapy	0.00	\$4000.00
Contracted Data Mangement and Assessment Program	0.00	\$2000.00
Special Education Resources	0.00	\$2000.00
Time Contributions of Committee Members	0.00	\$0.00
Plato Accucess Site License	0.00	\$1000.00
Blue Pelican Math Program	0.00	\$1000.00
Kuta Math Software	0.00	\$1000.00
Counselor Supplies for CTE	0.00	\$200.00
Time Contributions of Truancy Officer	0.00	\$17170.00
Time Contributions of Faculty and Staff	0.00	\$550028.00
Time Contributions of Committee Members	0.00	\$0.00
Time of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of Parents and Committee Members	0.00	\$0.00
Math, Science and Art Supplies	0.00	\$3000.00
Staff Development Supplies	0.00	\$1800.00
Textbooks for College Classes	0.00	\$275.00
Time Contributions of Counselor	0.00	\$0.00
Special Education Manager	0.00	\$6500.00

Campus Improvement Plan  
**Joaquin High School 2015-2016**

**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local</b>		
Attendance Awards	0.00	\$3000.00
District Web Site License	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Technology Supplies and Materials	0.00	\$5000.00
Professional Development Travel and Registration for Technology Coordinator	0.00	\$250.00
Academic Content Coop	0.00	\$2554.00
Time Contributions of Curriculum Director	0.00	\$4321.00
Certification Fees	0.00	\$600.00
TXConnect Technology	0.00	\$0.00
<b>Special Education Block</b>		
<b>Grant</b>		
Time Contributions of SPED Staff	0.00	\$122119.00
<b>State Compensatory</b>		
<b>Education (SCE)</b>		
Extra-Duty Pay for Tutorials	0.00	\$4105.20
PLATO Maintenance Agreement	0.00	\$15000.00
PLATO Lab Facilitator	0.29	\$11019.78
Time Contribution of Remediation Teachers	0.71	\$35895.80
Supplemental Instructional Supplies	0.00	\$500.00
Extra-Duty Pay for PRS/Homebound Services	0.00	\$1539.45
DAEP Share Services Arrangement	0.00	\$26000.00
		<u><b>\$829,585.23</b></u>
<b>Grand Total:</b>		<b>\$1,596,579.81</b>