ARANSAS PASS ISD
District Improvement Plan
2018/2020

Educating our Students with Purpose, Passion and Pride

ARANSAS PASS ISD

Mission

We believe that our school district is a catalyst in our community. It is our mission to encourage, motivate, nurture, and inspire everyone through commitment to academic excellence.

ARANSAS PASS ISD Site Base

Name	Position
Algueseva, Jodi	High School Teacher
Bamburg, Melvin	Elementary Teacher
Bennett, Pam	Human Resources Manager
Bennett, Wayne	High School Principal
Brou, Jason	Director of Technology
Chronister, Lura	Counselor, Middle School
Dominguez, Shelley	Curriculum Director
Freeze, Naomi	ESL Coordinator
Freeze, Randall	Business Representative
Harrelson, Rachel	Middle School Assistant Principal
Hawes, Amanda	Elementary Teacher
Hays, Danis	Elementary Teacher
Irey, Irene	Parent Representative
Johnson, Chris	Special Education Director
Jones, Lanell	Director of Food Services
King, Derick	Middle School Principal
King, Rachelle	Counselor, High School
Kronk, Carrie	Elementary Teacher
Lucas, Haley	Elementary Teacher
Mansfield, Jason	High School Assistant Principal
Morales, Mary	Truancy Officer/Parent Liaison
O' Bryant, Bryan	DAEP/AEP Principal
Saegert, Jeremy	Principal, Elementary
Schoelman, Steve	High School Counselor
Simms, Kelly	High School Teacher
Smalley, Barbara	Elementary Teacher
Stansberry, Cheryl	Director of Business and Finance
Vargas, Carla	Counselor

Resources

Resource	Source
No rows defined.	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2018/2020 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

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Goal 1.   Curriculum, Instruction and Assessment:Improve district writing percentages to match or exceed state percentages on STAAR.

Objective 1.   By 2020, TAPR will indicate an increase in each sub population showing growth by achieving at or above state performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for teachers. (Title I SW: 4,5) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,7)	Curriculum Director, Principal	Ongoing	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - ESC 2 Feedback and training attendance reports.
2. Administer benchmarks to track student progress toward STAAR satisfactory progress. (Title I SW: 8,9) (Target Group: All)	Curriculum Director, Principal, Teacher(s)	Fall and Spring	(S)Local Funds	Formative - Data Analysis Meeting Minutes, DMAC Reports
3. Provide time for teacher collaboration and alignment. (Title I SW: 2,9) (Target Group: All)	Curriculum Director, Principal, Teacher(s)	Monthly	(S)Local Funds	Formative - PLC and faculty meeting agendas and minutes, lesson plans

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Goal 2. Student Achievement: APISD will prepare students to achieve post-secondary goals.

Objective 1. Increase the number of secondary students who are prepared for college and careers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain and track personal graduation plans to ensure students are completing coherent sequences of courses for CTE in the career pathway of their choosing. (Title I SW: 9,10) (Target Group: CTE, 9th, 10th, 11th, 12th)	Counselor(s), Principal	Ongoing	(S)Local Funds	Summative - Personal Graduation Plans State PBMAS and Domain IV Data
2. Increase the percentage of students taking and passing college readiness exams such as the TSI. (Title I SW: 5) (Target Group: 10th, 11th, 12th)	Counselor(s), Curriculum Director, Principal, Superintendent(s)	Spring	(F)Title I, (O)Online Resources or Software, (S)Local Funds	Formative - Domain IV State Report TSI reports
3. Promote the benefits of the college and career center as a source of valuable information for college and career preparation through counseling. (Title I SW: 9,10) (Target Group: 9th, 10th, 11th, 12th)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Monthly	(O)Personnel, (S)Local Funds	Formative - Number of students who access the center.
4. Provide opportunities for students to hear and learn about career options. (Title I SW: 10) (Target Group: All)	Counselor(s), CTE Director, Curriculum Director, Principal, Teacher(s)	Fall and Spring	(F)Title I, (S)Local Funds	Formative - Group guidance plans lesson plans Event and speaker descriptions

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Goal 3. Student Achievement: Provide students and teachers with the education, tools, and training to be successful with technology.

Objective 1. Provide opportunities to increase the use of technology in teaching and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide students with before and/or after school access to computers to do homework and schoolwork that requires access to computers. (Title I SW: 9) (Target Group: All)	Director of Technology, Principal, Superintendent(s)	Monthly	(F)Title I, (O)Online Resources or Software, (S)Local Funds	Formative - Number or students who access the computer labs
2. Provide training for staff. (Title I SW: 4) (Target Group: All)	Curriculum Director, Director of Technology, Principal, Teacher(s)	Ongoing	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - Training agendas and sign-in sheets
3. Increase the use of technology devices in the classroom. (Target Group: All)	Curriculum Director, Director of Technology, Principal, Teacher(s)	Monthly	(F)Title I, (S)Local Funds	Formative - Walkthoughs Lesson plans

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Goal 4. Student Achievement: Ensure the academic needs of all students are being met at their individual level.

Objective 1. 100% of teachers will use student formative assessment data to plan differentiated lessons.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize campus PLC data meetings to identify individual instructional needs. (Title I SW: 3,4) (Target Group: All)	Curriculum Director, Principal	Fall and Spring	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - PLC meeting notes
2. Provide a reading intervention teacher at the elementary levels. (Title I SW: 3,5) (Target Group: K, 1st, 2nd, 3rd)	Principal	Fall and spring	(F)Title I, (O)Personnel	Formative - Staffing reports
3. Provide classroom differentiation materials and training for teachers. (Title I SW: 9) (Target Group: All)	Curriculum Director, Principal	Fall and Spring	(F)Title I, (S)Local Funds	Formative - Purchasing records and teacher inventories of materials

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Goal 5.   Staff Quality: Improve the teacher mentor program.

Objective 1.   Train 100% of mentors each school year and monitor progress monthly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify mentors (Title I SW: 3,10) (Target Group: All)	Personnel Director, Principal	Summer	(O)Personnel, (S)Local Funds	Summative - List of mentor teachers
2. Conduct trainings (Title I SW: 4) (Target Group: All)	Personnel Director, Principal	Fall	(F)Title IIA Principal and Teacher Improvement, (O)Personnel, (S)Local Funds	Summative - Sign-in sheets
3. Monitor the mentor program. (Title I SW: 3,4) (Target Group: All)	Curriculum Director, Principal, Teacher(s)	Monthly	(O)Online Resources or Software, (S)Local Funds	Summative - Monthly checklists, emails, observations

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Goal 6.   School Culture: Improve the overall safety of students, teachers, and guests on every campus.

Objective 1.   APISD will establish systems for monitoring visitor check-ins and common areas on each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve student and guest login and logout systems. (Title I SW: 1) (Target Group: All)	Director of Technology, Principal	Prior to school	(O)Online Resources or Software, (S)Local Funds	Formative - Parent login record.
2. Improve monitoring of common areas through the use of technology. (Title I SW: 1) (Target Group: All)	Director of Technology, Principal	ongoing	(O)Online Resources or Software, (S)Local Funds	Formative - 90% of all common areas, including hallways, entries and exits are covered.

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Goal 7.   Demographics: Increase attendance across the district.

Objective 1.   APISD will increase the overall attendance to 97% by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement weekly dress code passes across the district.	Assistant Principal(s), Principal	Every 6 weeks		Formative - Weekly attendance reports
2. Implement a 6 weeks perfect attendance raffle at each school. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal	Every 6 Weeks	(S)Local Funds	Formative - Six weeks attendance report

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Goal 8. School Context and Organization: Improve staff performance through a continuous improvement cycle.

Objective 1. 100% of APISD leadership will engage in professional development activities that are directly tied to the improvement of programs and services for which they are responsible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage in leadership PLCs.	Assistant Principal(s), Business Manager, CTE Director, Curriculum Director, Director of Technology, ESL Director, Principal, Superintendent(s)	onoging		Formative - PLC meeting minutes and sign-in sheets
2. Attend update trainings.	Assistant Principal(s), Business Manager, CTE Director, Director of Technology, ESL Director, Principal, Superintendent(s)	Fall and Spring		Formative - training certificates and agendas
3. Participate in leadership training.	Assistant Principal(s), Business Manager, CTE Director, Curriculum Director, Director of Technology, ESL Director, Principal, Superintendent(s)	Ongoing		Formative -

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Goal 9.   Family and Community Involvement: Increase and maintain clear two-way communication between district personnel and the community.

Objective 1.   APISD will increase communication by utilizing various tools to inform parents of district events and to solicit parent input.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite more parents to be involved in the Campus and District Improvement Committees.	Curriculum Director, Principal	Fall	(O)Online Resources or Software, (S)Local Funds	Formative - Sign-in sheets, District Calendar, Surveys
2. Utilize social media to include every campus' need-to-know information.	Campus Instructional Technologist	Ongoing	(O)Online Resources or Software, (S)Local Funds	Formative - Social media history
3. Host a parent night each semester at each campus.	Principal	semester	(S)Local Funds	Formative - Agendas, sign-in sheets

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Goal 10. Technology: Increase student access to technology in the classroom.

Objective 1. Provide staff development in integrating technology into classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer several in-district voluntary training opportunities during the school year in technology integration.	Curriculum Director, Director of Technology	fall and spring	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Sign-in sheets, training agendas
2. Send teachers to outside workshops and/or conferences in technology integration.	Curriculum Director, Principal	ongoing	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	teacher attendance records

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Goal 10.   Technology: Increase student access to technology in the classroom.

Objective 2.   Increase the number of devices and/or computers students have access to at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase additional devices and/or computers based on campus needs.	Director of Technology, Principal	ongoing	(F)Title I, (S)Local Funds	Increased inventory numbers of devices and/or computers.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Incentives for attendance such as wristbands at the middle school and high school are working. The optional flexible school day helps prevent dropouts.

Demographics Weaknesses

Attendance is below state average for the district.
Some core classes have large student/teacher ratios.

Demographics Needs

Improve attendance for the district.
Investigate the decline in student population.

Demographics Summary

Enrollment numbers indicate a decline over the past three years. The number of students in special programs are representative of our student population.

Student Achievement

Student Achievement Strengths

The district and each campus has met the accountability standard over the past three years. There is not a significant gap in achievement for economically disadvantaged students or various student ethnicity groups.

Student Achievement Weaknesses

Comprehensive Needs Assessment

Students have performed low in writing across elementary, middle and high school.
Special populations students have underperformed as a subgroup.

Student Achievement Needs

There is a need for improved writing instruction and overall instruction for our special populations students.

Student Achievement Summary

Student achievement data is disaggregated at the district and campus levels. District personnel use state assessment data, formative assessment data and benchmarks to track student progress.   Campus personnel meet regularly in professional learning communities to discuss student progress and plan interventions.   Intervention classes have been implemented at each campus to address students falling below expectations.

School Culture and Climate

School Culture and Climate Strengths

APISD has a high participation rate in CTE programs and extracurricular activities.

School Culture and Climate Weaknesses

The student attendance level is below state average.

School Culture and Climate Needs

Entries at each campus need a secure way to check in visitors to the campus.
Due to increased numbers of students with behavior disorders, more support is needed at the campus level.

Comprehensive Needs Assessment

School Culture and Climate Summary

APISD provides safe schools for students and staff. Counselors at each school provide students with guidance counseling services regularly. The district employs full time school security personnel. A large percentage of students participate in the district's CTE and extracurricular programs. APISD has passed a bond to build a new elementary school and construction is slated to begin in May of 2017.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

100% of teachers are highly qualified under NCLB/ESSA.
APISD has a competitive starting salary for beginning teachers.
APISD offers a stipend for state tested subject areas at the high school level.

Staff Quality, Recruitment and Retention Weaknesses

APISD's salary scale is less competitive for teachers with 5 or more years of experience.
The mentor program for new teachers lacks depth.
There is limited training for new staff.

Staff Quality, Recruitment and Retention Needs

APISD needs a comprehensive mentoring program and a more robust new teacher training.

Staff Quality, Recruitment and Retention Summary

Teachers for APISD are all highly qualified. District personnel attend various job fairs in order to attract new personnel to the district. Teachers are evaluated annually through the state TTESS system. Staff development is based on need as indicated by teacher evaluations and staff input.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

APISD exceeds the number of minutes for instruction required by the state.
APISD has implemented the TEKS Resource System to align curriculum across the grade levels and subject areas.
APISD has time built into the instructional day for interventions.

Curriculum, Instruction and Assessment Weaknesses

The data reflects that there is a need for reading and writing improvement across grade levels.

Curriculum, Instruction and Assessment Needs

Additional professional development days to work on developing and aligning curriculum would assist teachers in improving outcomes for students.
Additional personnel to assist in interventions for reading and writing at the early grades would provide needed support for at-risk students.

Curriculum, Instruction and Assessment Summary

APISD has recently implemented the TEKS Resource System. Campus administrators monitor the implementation of this resource. Formative assessments and progress monitoring at each campus inform instructional decisions.

Family and Community Involvement

Family and Community Involvement Strengths

APISD personnel utilize multiple sources to communicate with parents and the community.

Family and Community Involvement Weaknesses

The APISD Community Engagement Survey shows that approximately 25% of the respondents feel that opportunities for parents to participate in decision making is limited.

Comprehensive Needs Assessment

Family and Community Involvement Needs

There is a need to increase parent involvement in decision making in APISD.

Family and Community Involvement Summary

Parents and community members are invited to participate in several ways such as site-based decision making committees, booster clubs and parent organizations. APISD utilizes several community resources such as the local Rotary chapter and the Early Act First Knight program to work with students to improve school climate. APISD also provides homeless services to parents and students in need.

School Context and Organization

School Context and Organization Strengths

Teachers and staff feel supported by district administrative personnel.

School Context and Organization Weaknesses

There is a lack of support personnel for struggling students.

School Context and Organization Needs

There is a need to increase support for struggling students, especially those in special programs.

School Context and Organization Summary

APISD campuses utilize a site-based decision making process to involve teachers. Through these team, grade level teams, department teams and professional learning communities, teachers work with administration to decide on programs that will benefit students.

Comprehensive Needs Assessment

Technology

Technology Strengths

APISD technology staff responds quickly to needs of staff.
APISD utilizes Office 365 and Google apps to increase staff and students productivity.
Multiple computer labs exist at all campuses.
APISD has robust intranet capabilities.

Technology Weaknesses

APISD has limited campus support for technology.
There has been little staff development for teachers in technology integration into instruction.
Download capabilities are sometimes slow.
There is limited evidence of students receiving technology instruction.

Technology Needs

Professional development for teachers is needed to increase student access to the technology TEKS.
Increased bandwidth is needed to increase download speeds.
Increased TEKS apps personnel at the campus level could help to ensure student access to the technology TEKS.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data

District Policies

Drop-out Rates

HB 5 Community and Student Engagement

Highly Qualified Staff

PBMAS

PEIMS

STAAR Data

Survey and Interviews of Students/Staff/Parents

TAPR

Teacher Turnover Rates