

# District Improvement Plan 2010-2011

## Bandera Independent School District



*District Mission: The mission of Bandera ISD is to provide all students with an opportunity to succeed at their highest levels; academically, ethically, socially, allowing students to advance successfully throughout their lives.*

## District Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.	Signature
<b>Dr. Kevin L. Dyes</b>	<b>Superintendent</b>	
<b>Regina Howell</b>	<b>Assistant Superintendent</b>	
<b>Tracy Thayer</b>	<b>Director</b>	
<b>Dr. Mary Seay</b>	<b>Post Secondary Liaison</b>	
<b>(Vacant)</b>	<b>Post Secondary Liaison</b>	
<b>Warren Thigpen</b>	<b>Community</b>	
<b>Jana Osbourne</b>	<b>Community</b>	
<b>Angelica Hernandez</b>	<b>Parent</b>	
<b>Shea Butler</b>	<b>Parent</b>	
<b>Michelle Barnett</b>	<b>BHS teacher</b>	
<b>Stephanie Jones</b>	<b>BMS teacher</b>	
<b>Brenda Huvar</b>	<b>BHS teacher</b>	
<b>JJ Gard</b>	<b>BHS teacher</b>	
<b>Barbara Carter</b>	<b>BHS teacher</b>	
<b>Lauren Tierney</b>	<b>Alkek teacher</b>	
<b>Sandra Gadsden</b>	<b>Hill Country nurse</b>	
<b>Jan Pease</b>	<b>BMS teacher</b>	
<b>Charlotte Powers</b>	<b>Alkek teacher</b>	
<b>Laura Davis</b>	<b>Hill Country teacher</b>	
<b>Theresa Pendola</b>	<b>Alkek teacher</b>	
<b>Michelle Moorad</b>	<b>Hill Country teacher</b>	
<b>Tammie Royal</b>	<b>Alkek Librarian</b>	

## Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the District Improvement Committee on June 3, 2010.

Participants in Attendance	Data Sources Examined
<b>Tammie Royal</b>	<input checked="" type="checkbox"/> <b>AEIS</b>
<b>Charlotte Powers</b>	<input checked="" type="checkbox"/> <b>Federal Accountability Data</b>
<b>Tracy Thayer</b>	<input checked="" type="checkbox"/> <b>Disaggregated TAKS data</b>
<b>Laura Davis</b>	<input checked="" type="checkbox"/> <b>District/Campus PEIMS reports</b>
<b>Theresa Pendola</b>	<input checked="" type="checkbox"/> <b>PBMAS reports</b>
<b>Michelle Moorad</b>	<input checked="" type="checkbox"/> <b>Student attendance data</b>
<b>Jan Pease</b>	<input checked="" type="checkbox"/> <b>Truancy data</b>
<b>Barbara Carter</b>	<input checked="" type="checkbox"/> <b>ADM Data</b>
<b>Jan Pease</b>	<input checked="" type="checkbox"/> <b>Referral percentages for students in SPED</b>
<b>Brenda Huvar</b>	<input checked="" type="checkbox"/> <b>Campus parent participation records</b>
	<input checked="" type="checkbox"/> <b>Failure Rates</b>
	<input checked="" type="checkbox"/> <b>INOVA data</b>
	<input checked="" type="checkbox"/> <b>TELPAS data</b>
	<input checked="" type="checkbox"/> <b>Achievement Test Data</b>
	<input checked="" type="checkbox"/> <b>PA Series</b>
	<input checked="" type="checkbox"/> <b>Benchmark Assessments</b>
	<input checked="" type="checkbox"/> <b>TPRI</b>
	<input checked="" type="checkbox"/> <b>DRA or Other Reading Assessments</b>
	<input checked="" type="checkbox"/> <b>Carolina</b>
	<input checked="" type="checkbox"/> <b>Pre-AP/AP Scores</b>
	<input checked="" type="checkbox"/> <b>PSAT/SAT/ACT Scores</b>
	<input checked="" type="checkbox"/> <b>Completion Rate</b>
	<input checked="" type="checkbox"/> <b>Other End of Course percentages</b>

## Summary of Findings

<b>Prioritized Areas of Concern</b>	
<b>District Areas of Concern</b>	<b>Data Source Used to Identify Concern</b>
<b>completion rate</b>	<b>TAKS, AEIS</b>
<b>State Assessment Passing rate of Socio-economic disadvantaged students in science and math</b>	<b>TAKS, AEIS</b>
<b>Participation rate of Hispanic and low socioeconomic status students in AP &amp; Pre-AP programs</b>	<b>AP/Pre-AP data</b>
<b>Student Attendance</b>	<b>PEIMS</b>
<b>Student Participation in the Recommended HS program</b>	<b>AEIS</b>
<b>SAT/PSAT score average</b>	<b>SAT/PSAT</b>
<b>SAT/PSAT student participation rate</b>	<b>SAT/PSAT</b>
<b>Achievement gap between white and Hispanic pop. in science and math</b>	<b>TAKS</b>
<b>Recruitment/retention of highly qualified teachers</b>	<b>Recruitment data/PEIMS</b>

In this plan, the term “student groups” refers to students who are Hispanic, White, African American, ED, Migrant, LEP, G/T, At-Risk and Special Education Populations of student groups which account for less than 10 student will not be referenced due to the possibility of accidentally identifying said students.

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

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

Total SCE funds allotted to this District \$ 579,993.

Total FTEs (full time employees) funded through SCE at this District is 13.

SCE funds are used to serve at risk students by providing lower class sizes, materials and programs for at risk students.

# Federal, State and Local Funding Sources

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

<b>Program/Funding Source</b>	
<b>Federal Programs</b>	
<input checked="" type="checkbox"/>	Title I, Part A
<input checked="" type="checkbox"/>	Title II, Part A
<input checked="" type="checkbox"/>	Title III
<input checked="" type="checkbox"/>	IDEA B
<input checked="" type="checkbox"/>	IDEA B, Preschool
<input checked="" type="checkbox"/>	SFSF
<input checked="" type="checkbox"/>	ARRA
<input checked="" type="checkbox"/>	IDEA B, ARRA
<b>State Programs/Funding Sources</b>	
<input checked="" type="checkbox"/>	State Compensatory Education
<input checked="" type="checkbox"/>	Optional Extended Year Program
<input checked="" type="checkbox"/>	Gifted/Talent
<input checked="" type="checkbox"/>	Special Education
<input checked="" type="checkbox"/>	Bilingual/ESL Program
<input type="checkbox"/>	Other:
<b>Other Funding Sources</b>	
<input checked="" type="checkbox"/>	Local Funds
<input checked="" type="checkbox"/>	Activity Funds
<input checked="" type="checkbox"/>	Gifts/Donations
<input checked="" type="checkbox"/>	Other:

## Required NCLB/BISD Campus Plan Components

1. Comprehensive Needs Assessment of the entire district (including all program areas)
2. Reform strategies that address the needs of all children in the district, but particularly the needs of children of target populations of any program that is included in the school-wide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers
4. Professional development for teachers and aides, and where appropriate, pupil services, personnel, parents, principals, and other staff who work for the student improvement
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting students in the transition from one program to another, including early childhood.
8. Steps to include teachers in the decisions regarding the use of assessments.
9. Activities to ensure that students who experience difficulty mastering any of the state standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

### District Improvement Plan On Going Yearly Review - Verification

District Imp. Committee Meeting Date	Agenda Item Number Of Review	Superintendent / Chair Verification
September September 9, 2010	#1	TThayer/tdt
October October 21, 2010	#1	
November		
December December 2, 2010	#1	
January <b>(Formative Review)</b> Jan.27, 2011	#1	
February February 17, 2011	#1	
March March 31, 2011	#1	
April		
June <b>(Comp Needs Assessment)</b> June 2, 2011	#1	

# 2010-2011

## The District Improvement Action Plans of Bandera ISD

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**DISTRICT READING/ELA GOALS FOR2010-2011: Maintain and increase the number of students who are academically successful as measured by the state assessments in reading and other grade appropriate reading measurements.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
1. Expand elementary Spanish language program. (GP 3, CR)	General Fund 199-11	Campus Principal & Counselors	On-going evaluation of program through use of English language benchmark testing.	Track at-risk student results on benchmark testing.
2. Expand early education opportunities for at-risk students by the inclusion of expanded pre-kinder classes. (NCLB 7, CR)	IDEA B Preschool 245-11 General Fund 199-11	Campus Principals, ESC 20 HS Liaison & Federal Programs Dir.	On-going through 2010-2011 SY	Detailed analysis of HS 4 year old class assessments following year comparing participants' scores to non-participants' scores.
3. Support and expand C-Scope implementation at all levels in order to align curriculum effectively through vertical and horizontal teaming. (NCLB 2, GP 4, CR)	Title II, Part A 255-13 General Fund 199-13	Campus administration, district administration	On-going implementation	Evaluation of lesson delivery by campus administration corresponding to student performance.
4. Selection of textbooks for grades 6 - 12 ELA.(NCLB 4, GP 4, CR)	General Fund 199-13 Title II, Part A 199-13	Textbook Coordinator & District Committee	Committee Selected by Oct. 1 2010 and materials selected by January 20, 2011.	Anecdotal record Committee agendas

Summative Evaluation: The summative evaluation data will include data from TAKS, TPM, EOC, TELPAS, TPRI, Running Records, IRI, Formative Assessment, AR Star Testing and Benchmark Testing.

**DISTRICT WRITING GOALS FOR 2010-2011: Maintain and increase the number of students who are academically successful as measured by the state assessed and other grade appropriate writing tests in grades 4, 8, 10 & 11.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
<p>1. Create electronic portfolios at grades K - 12 to travel with each student as they advance through the grades. (NCLB 8, GP 4, CR)</p> <p>2. Provide staff development on writing instruction to all staff members so that writing may be implemented successfully across the curriculum in all grade levels. (NCLB 3,4; GP 4, CR)</p>	<p>General Fund 199-11 ARRA &amp; SFSF</p> <p>Title II, Part A 255-13 General Fund 199-13</p>	<p>Classroom teachers and campus administration.</p> <p>Campus &amp; District Administration</p>	<p>On-going, including a sample of student writing at least twice a six weeks</p> <p>Provided through staff development resources throughout the school year.</p>	<p>On-going development of writing skills throughout the year and increased number of 3's and 4's on TAKS writing assessment.</p> <p>Writing samples collected for portfolios will show at least one level of growth throughout the school year.</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, TPM, EOC, TPRI, TELPAS, UIL performance, benchmark and formative assessments.

**DISTRICT MATHEMATICS GOAL/S FOR 2010-2011: Decrease the achievement gap between white and Hispanic students as measured by the state math assessments in grade 3 - 11, and in other grade appropriate measures. Increase the passing rate as measured by the state math assessments in the economically disadvantaged subpopulation by 5 %.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
<p>1. Identify targeted Hispanic &amp; low SES students and develop plan by campus to accelerate and differentiate math instruction. (NCLB 9, GP 4, CR)</p> <p>2. Coordinate with science teachers to integrate instruction between departments/campuses and emphasize cross over terminology. (NCLB 9, GP 4, CR)</p> <p>3. Target one specific instructional objective and implement plan to obtain 100% passing rate on that objective each six weeks for targeted population. (NCLB 1, GP 1, CR)</p>	<p>General Fund 199-23 General Fund 199-31 General Fund 199-11</p> <p>General Fund 199-11 General Fund 199-23</p> <p>General Fund 199-11 General Fund 199-23</p>	<p>1. Campus administration in conjunction with classroom teachers.</p> <p>2. Campus administration in conjunction with classroom teachers.</p> <p>3. Campus administration &amp; classroom teachers</p>	<p>1. Each six weeks</p> <p>2. Two weeks out of every six week period</p> <p>3. By six weeks</p>	<p>1. Lesson plans and classroom observations as well as anecdotal evidence.</p> <p>2. Integrated planning and use of coordinated instruction.</p> <p>3. Benchmark testing, PA series testing, six week testing and semester testing.</p>

Summative Evaluation: The summative evaluation data will include data from TAKS,TPM, EOC, PA series assessments, UIL performance and formative/benchmark assessments.

**DISTRICT SCIENCE GOAL/S FOR2010-2011: Decrease the achievement gap between white and Hispanic students as measured by the TAKS science test in grade 5, 8, 10 & 11, and in other grade appropriate measures. Increase the passing rate as measured by the TAKS science test in the economically disadvantaged subpopulation by 5 %.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
1. Identify targeted Hispanic & low SES students and develop plan by campus to accelerate and differentiate science instruction. (NCLB 9, GP 4, CR)	General Fund 199-23 General Fund 199-31 General Fund 199-11	1. Campus administration in conjunction with classroom teachers.	1. Each six weeks	1. Lesson plans and classroom observations as well as anecdotal evidence.
2. Coordinate with math teachers to integrate instruction between departments and emphasize cross over terminology. (NCLB 9, GP 4, CR)	General Fund 199-11 General Fund 199-23	2. Campus administration in conjunction with classroom teachers.	2. Two weeks out of every six weeks	2. Integrated planning and use of coordinated/differentiated instruction in classroom.
3. Target one specific instructional objective and implement plan to obtain 100% passing rate on that objective each six weeks for targeted populations for each campus. (NCLB 1, GP 1, CR)	General Fund 199-23 General Fund 199-11	3. Campus administration & classroom teachers	3. By six weeks	3. Benchmark testing, PA series testing, six week testing and semester testing.
4. Identify lab activities that support C-Scope Curriculum and extend activities long term.(NCLB 2, GP3)	General Fund 199-11	4. Classroom teachers	4. Weekly	4. Lesson plans and classroom observations.
5. Collaborate vertically and horizontally to integrate C-SCOPE curriculum with district model lessons.	General Fund 199-11		5. By nine weeks	

Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, Formative Assessment, UIL performance and Benchmark Assessments.

**DISTRICT SOCIAL STUDIES GOAL/S FOR 2010-2011: Maintain and increase the number of students who are academically successful as measured by passing the TAKS and EOC social studies tests in grades 8, 10 & 11.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
<p>1. Increase collaboration with local historical organizations to support community based learning activities. (NCLB 10, GP 3)</p> <p>2. Compare TAKS results with EOC American History results and identify areas of weakness to address (NCLB 1,8; GP 4)</p> <p>3. Prepare for World Geography EOC exams by providing staff development to support that imitative.(NCLB 8, GP 4)</p>	<p>General Fund 199-11 General Fund 199-21</p> <p>General Fund 199-23 General Fund 199-21 General Fund 199-11</p> <p>General Fund 199-23 General Fund 199-21 General Fund 199-11 Title II, Part A 255-13 General Fund 199-13</p>	<p>Classroom teachers</p> <p>2. Classroom teachers &amp; campus administration</p> <p>3. Classroom teachers, principal &amp; Staff Development Director</p>	<p>1. Throughout the 2010-2011 SY</p> <p>2. By May 2010</p> <p>3. By March 2011</p>	<p>Evidence of collaboration and field trip experiences. Field Trips to Frontier Times Museum will increase 100%.</p> <p>2. EOC results in American History will improve by 2 %.</p> <p>3. EOC results in World Geography will meet or exceed 95% passing rate.</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, Formative Assessment, and Benchmark Testing.

**DISTRICT TECHNOLOGY GOAL/S FOR 2010-2011: Integrate and institutionalize technology usage as a routine strategy into curriculum presentation in the classroom.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
1. Provide locally based staff development on instructional technology. (NCLB 4, GP 1, CR)	General Fund 199-13 Title II, Part A 244-13	Director of Staff Development & Technology Director	By December 2009	1. Sign in Sheets and workshop evaluations, use in classroom teaching
2. Monitor use of netbook at BMS and BHS and institutionalize use in class.	General Fund 199-23 General Fund 199-21	2. Campus principal and superintendent	2. On-going throughout the 2010-2011 SY	2. Walkthrough documentation
3. Study benefits of on-line forms process to streamline registration and student records update	General Fund 199-23 General Fund 199-41	3. District Improvement Committee - subcommittee	3. January 2011	3. Report to DIC and CIC's
4. Implement more extensive use of School Messenger and other initiatives to facilitate communication of district information to parents and patrons.	General Fund 199-21 General Fund 199-11 Title II, Part A 255-11 Zoomerang	4. Communications Director Athletic Director Principals Superintendent	4. On-going throughout the 2010-2011 SY	Parent Survey on Communication

Summative Evaluation: The summative evaluation data will include data from STAR CHART, Formative Assessments, Student Products and Survey Results.

**DISTRICT AT-RISK GOAL/S FOR 2010-2011: Identify and accelerate at-risk students' achievement through directed, intensive instruction resulting in a mean 5% gain on individual scores and scores as a subpopulation as well as improving completion rate by 5 %.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
<p>1. Monitor at-risk students and accelerate instruction using integrated technology curriculum in afterschool, optional flexible year program and optional extended year program. (NCLB 2, GP 4, CR)</p> <p>2. Meet with parents of targeted at-risk students to gain support and make a learning contract. (NCLB 6, GP 3)</p> <p>3. Develop novel strategies to engage and accelerate at-risk students' achievement. (NCLB 2, GP 3, CR)</p> <p>4. Present programs on teen dating violence, bullying and violence prevention.</p>	<p>General Fund 199-23 General Fund 199-21 General Fund 199-11 Title III, Part A 263-11</p> <p>General Fund 199-23 General Fund 199-21 General Fund 199-11</p> <p>General Fund 199-23 General Fund 199-21 General Fund 199-11</p> <p>General Fund 199-31</p>	<p>1. Principal, interventionists, SPED, dyslexia specialists, 504 coordinator and At-Risk Coordinator</p> <p>2. Campus administration &amp; classroom teachers &amp; At Risk Coordinator</p> <p>3. Campus administration &amp; classroom teachers &amp; At Risk Coordinator</p> <p>4. Counselors At Risk Coordinator</p>	<p>1. Every six weeks, semester and at end of year.</p> <p>2. Every six weeks, as needed.</p> <p>3. Every six weeks, as needed.</p> <p>4. Once every other six weeks</p>	<p>1. PA Series scores, benchmark test scores, ITBS Scores and classroom performance.</p> <p>2. Benchmark test results, PA series results, six week test results, classroom grades.</p> <p>3. Benchmark test results, PA series results, six week test results, classroom grades &amp; anecdotal information.</p> <p>4. Counselor schedule</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessments, AR Star Testing, PA Series assessments, Benchmark Assessments and completion rate.

**DISTRICT ELL GOALS FOR 2010-2011: Increase the achievement of English Language Learners as measured by the state reading and writing assessments in grade 3 - 11, and in other grade appropriate measures. Increase the rate of students identified as Advanced High by the TELPAS assessment by 5 %. Increase LEP completion rate.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
1. Meet with teachers of ELL students by campus to train them on how to use LPAC & TELPAS data to drive their instruction. (NCLB 9, GP 3, CR)	General Fund 199-21 General Fund 199-23 General Fund 199-11 Title III, Part A 263-13	1. Coordinator of Testing & Assistant Principal	By the end of the first three weeks.	1. Lesson plans/classroom observations indicate use of data to drive instruction and differentiation for ELL learners
2. Provide afterschool acceleration to ELL students individually or in pairs in ELA skills.(NCLB 9, GP 4, CR)	General Fund 199-11 Title III, Part A 263-11	2. Campus administration & CR Teachers	2. Every three weeks	2. Afterschool timesheets indicating LEP student participation.
3. Provide academic activities to parents of targeted students to engage them in conversations about post-secondary academic planning. (NCLB 6, GP 3, CR)	General Fund 199-21 General Fund 199-23 General Fund 199-31 General Fund 199-11	3. Counselors, parent leaders, At-Risk Coordinator.	3. Twice a year in spring	3. Sign in sheets from meeting.
4. Provide Sheltered Instruction support & training to secondary departments as requested.(NCLB 2,4; GP 2; CR)	General Fund 199-13 Title II, Part A 255-13 Title III, Part A 263-13	4. Director of Curriculum, Campus administration.	4. On-going	4. Student grade monitoring and anecdotal records.

Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessment, AR Star Testing, PA Series assessments, Anecdotal Data and Benchmark Assessments.

**DISTRICT STUDENT MANAGEMENT GOAL FOR 2010-2011: Identify and utilize strategies to reduce all levels of student disciplinary referrals by 5 % and improve completer rate by 5%.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
<p>1. Identify students who are repeat offenders and schedule meeting with them to discuss disciplinary options. (GP5)</p> <p>2. Identify locations of most disciplinary referrals and implement strategies to increase supervision. (GP 5)</p> <p>3. Identify time of most disciplinary referrals and implement strategies to increase supervision. (GP 5)</p> <p>4. Identify kind of disciplinary referral most prevalent and implement strategies to decrease incidence of targeted referrals. ( GP 5)</p>	<p>1. General Fund 199-23 General Fund 199-11</p> <p>2. General Fund 199-23</p> <p>3. General Fund 199-23</p> <p>4. General Fund 199-23</p>	<p>1. Assistant principal</p> <p>2. Campus administration</p> <p>3. Campus administration/teachers/paraprofessionals</p> <p>4. Campus Administration &amp; At-Risk Coordinator</p>	<p>1. Within first two weeks of school</p> <p>2. Within first six week period</p> <p>3. By six week period</p> <p>4. By six week period</p>	<p>1. Student discipline referrals for targeted students decrease by 2%.</p> <p>2. Student discipline referrals by local decrease by 10%.</p> <p>3. Student discipline referrals by time decrease by 10%.</p> <p>4. Targeted behaviors will decrease by 10%.</p>

Summative Evaluation: The summative evaluation data will include Discipline Referral data, AEP referral data, After School Tutorial data, Failure Rate data and completion rate.

**DISTRICT ATTENDANCE GOAL/S FOR 2010-2011: Increase overall student attendance by 3%.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
<p>1. Target novel activities for all students who improve their attendance by 5%. (NCLB 2, GP 5, CR)</p> <p>2. Identify students who have had long term attendance issues and make home visit by end of first six weeks. (NCLB 6, GP 5)</p> <p>3. Implement 2 district wide parent activities to reinforce attendance standards and emphasize need for improved attendance. ( NCLB 6, GP 5)</p>	<p>Title I, Part A 211-61 General Fund 199-11 General Fund 199-23</p> <p>General Fund 199-21 General Fund 199-32</p> <p>General Fund 199-21 General Fund 199-23 General Fund 199-41</p>	<p>1. Campus Administration &amp; Coordinator of At-Risk</p> <p>2. Campus administration, teachers and Coordinator of At Risk</p> <p>3. Parent Involvement Liaison &amp; district administration.</p>	<p>1. Every six weeks &amp; at semester.</p> <p>2. By the end of the first six weeks.</p> <p>3. At the beginning of every semester.</p>	<p>1. Students who have exceeded the 10% attendance standard improve their attendance by 2% each six weeks.</p> <p>2. Checklist of home visits.</p> <p>3. Sign in sheets from parent meetings.</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessment, AR Star Testing, PA Series assessment, Failure rate data, Attendance data, Discipline Management data, Completion Rate and Benchmark Assessments.

**DISTRICT DROPOUT PREVENTION/RECOVERY GOAL/S FOR 2010-2011: Increase completer rate by 2%.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
1. Produce brochure on district alternative graduation program comparing them to traditional high school program. (NCLB 9, GP 4, CR)	General Fund 199-23 General Fund 199-31	Communications Director and Coordinator of At Risk	By November 2010	Distribution of brochure to high school by December 1, 2010. Counselors make information available to students and parents of students who would qualify.
2. Schedule home visits to students and parents of high school students who are not on track to graduate in four years. (NCLB 6, GP 4, CR)	General Fund 199-23 General Fund 199-31 General Fund 199-21	2. HS Counselors, Campus Administration & Coordinator of At Risk	By January 15, 2011	2. Number of students who fail to complete high school with their cohort group decreases by 30%.
3. Increase credit recovery options available to HS students. (GP 3,4; CR)	General Fund 199-11 High School Allotment	3. Campus Principal, Superintendent, Counselors Student Services	By January 15, 2011	3. Number of student who fail to receive credit for Algebra I and Spanish II decrease.

Summative Evaluation: The summative evaluation data will include data from TAKS, TPRI, TELPAS, IRI, Formative Assessment, Failure Rates, Retention Rate, Attendance Rate, Completion Rate and Discipline Management data.

**DISTRICT SPECIAL EDUCATION GOAL/S FOR 2010-2011: Use pre-referral intervention techniques to decrease special education referrals, and increase percentage of students who are successful on TAKS-Modified assessments. Also improve referral rate in subpopulation of Hispanic through targeted intervention with RTI model.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
<p>1. Provide intensive, sustained training in core subjects to regular and special education teachers in differentiation techniques. (NCLB 4, GP 4)</p> <p>2. Identify SPED students for intensive instruction in area of need and provide afterschool supplemental instruction for those students. (NCLB 9, CR)</p> <p>3. Implement FERPA training on each campus to update employees and train new hires. (NCLB 4)</p> <p>4. Provide training on RTI for behavior to all campuses.</p>	<p>Title II, Part A 255-13 General Fund 199-13 IDEA B 224-13 IDEA B Preschool 225-13</p> <p>IDEA B 224-11 General Fund 199-11</p> <p>Title II, Part A 255-13 IDEA B 224-13 IDEA B Preschool 225-13 General Fund 199-13</p> <p>Title II, Part A 255-13 IDEA B 224-13 IDEA B Preschool 225-13 General Fund 199-13</p>	<p>1. Principal, diagnostician, SPED director.</p> <p>2. Principal &amp; diagnostician.</p> <p>3. Diagnostician SPED Director Campus administration</p> <p>4. Diagnostician SPED Director Campus Administration</p>	<p>1. Every semester</p> <p>2. Every three weeks</p> <p>3. By October 11, 2010</p> <p>4. On going throughout the 2010-2011 SY</p>	<p>1. Lessons plans identify differentiation techniques and student work samples indicate use of training.</p> <p>2. Monitor grade reports of SPED student, especially those of students taking TAKS M SD sign in sheets, certificates, agenda and evaluations.</p> <p>SD sign in sheets, certificates, agendas and evaluations.</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, TAKS ACCOMODATED, TAKS M, TAKS ALT, TPRI, TELPAS, Formative Assessments, and failure rates.

**DISTRICT CAREER & TECHNICAL EDUCATION GOAL/S FOR 2010-2011: Increase the passing rate of ELL students on ELA TAKS in grades 9-11. Expand offerings of CTE courses in Health Sciences.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
<p>1. Support use of sheltered instruction techniques in CTE classes. (NCLB 9,10; GP 3)</p> <p>2. Use CEI program to develop and enhance ELL students' acquisition of English language at MS and HS with emphasis on CTE terminology.(NCLB 9,10; GP 4, CR)</p> <p>3. Offer Anatomy &amp; Physiology as CTE 4<sup>th</sup> year science course.</p>	<p>Title II, Part A 255-13 General Fund 199-13 Title III, Part A 263-13</p> <p>General Fund 199-11 Title III, Part A 263-11 CTE 244-13</p> <p>General Fund 199-11</p>	<p>1. CTE teachers and CTE Administrator</p> <p>2. ESL teachers &amp; CEI instructors</p> <p>3. Biology Teacher &amp; Counselor.</p>	<p>1. Monitor every three weeks</p> <p>2. Monitor every three weeks</p> <p>3. August 23, 2010.</p>	<p>ELL students will show increased achievement in CTE classes and in ELA classes.</p> <p>2. ELL passing rate on district benchmarks will increase by 5 %.</p> <p>3. Master Schedule Class Roster</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessments, AR Star Testing, PA Series assessments, Failure rate data, Attendance data, CTE data, Certificate Completion data, Discipline Management data and Benchmark Assessments.

**DISTRICT PARENT INVOLVEMENT GOAL/S FOR 2010-2011: Maintain and increase parent involvement activity participation by 5 % to result in 5% completion rate improvement.**

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation Criteria</b>
1. Increase parent offerings to include health and wellness activities. (NCLB 6)	Title I, Part A 211-61	Federal Programs Director	1. Fall Semester	1. Parent Participation in new offerings will equal at least 10 parents/community members.
2. Use on-line survey to gather parent input about parent involvement offerings. (NCLB 1, GP 3, CR)	General Fund 199-61	2. Federal Programs Director	2. March 2011	2. Survey responses will provide input for spring offerings
3. Implement more district parent involvement activities at district campuses. (NCLB 6)	General Fund 199-61 Title I, Part A 211-61	3. Federal Programs Director & BISD employees; HCE administration	3. Spring Semester 2011	3. Sign in sheets, evaluations and survey responses.
4. Present programs on teen dating violence, bullying and violence prevention to parents and patrons.	General Fund 199-61 Title I, Part A 211-61	4. Counselors Parent Involvement Presenters Guest Speakers	4. September 2010 January 2011 May 2011	4. Sign in sheets, evaluations and survey responses.

Summative Evaluation: The summative evaluation data will include data from Failure rate data, Completer data, Attendance data, PI attendance data, Discipline Management data and PI surveys.

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