

**District Improvement Plan
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
Dr. Kevin L. Dyes	Superintendent	
Regina Howell	Assistant Superintendent	
Tracy Thayer	Director	
Dr. Mary Seay	Post Secondary Liaison	
Karen Backor	Post Secondary Liaison	
Karl Bierman	Community	
Jana Osbourne	Community	
Graciela Mendez	Parent	
Shea Butler	Parent	
Michelle Barnett	BHS teacher	
Jettie Whitlock	BMS teacher	
Brenda Huvar	BHS teacher	
JJ Gard	BHS teacher	
Barbara Carter	BHS teacher	
Lauren Tierney	Alkek teacher	
Robyn Langston	Hill Country teacher	
Jan Pease	BMS teacher	
Marcie Herbst	Alkek teacher	
Laura Davis	Hill Country teacher	
Theresa Pendola	Alkek teacher	
Michelle Moorad	Hill Country teacher	

TAKS PROFILE

<u>Math</u>	2005	2006	2007	2008	2009
All Students	80%	82%	85%	87%	86%
Hispanic Students	69%	75%	77%	79%	76%
White Students	83%	84%	87%	89%	90%
Economically Disadvantaged	72%	78%	81%	83%	82%
Special Education					
Other					
<u>Reading/ELA</u>	2005	2006	2007	2008	2009
All Students	88%	91%	92%	93%	93%
Hispanic Students	80%	83%	84%	87%	86%
White Students	90%	93%	94%	95%	95%
Economically Disadvantaged	82%	86%	88%	89%	89%
Special Education					
Other					

TAKS PROFILE

<u>Science</u>	2005	2006	2007	2008	2009
All Students	77%	86%	78%	83%	87%
Hispanic Students	63%	69%	62%	69%	73%
White Students	79%	89%	82%	87%	91%
Economically Disadvantaged	71%	80%	71%	78%	80%
Special Education					
Other					
<u>Social Studies</u>	2005	2006	2007	2008	2009
All Students	93%	92%	94%	95%	97%
Hispanic Students	85%	82%	88%	92%	93%
White Students	94%	96%	95%	96%	98%
Economically Disadvantaged	89%	90%	90%	94%	94%
Other					

TAKS PROFILE

<u>Writing</u>	2005	2006	2007	2008	2009
All Students	87%	93%	92%	96%	94%
Hispanic Students	81%	89%	82%	95%	94%
White Students	89%	94%	95%	97%	94%
Economically Disadvantaged	86%	90%	89%	94%	91%
Other					

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the District Improvement Committee on (pending DIC meeting September 2009).

Participants in Attendance	Data Sources Examined
	<input checked="" type="checkbox"/> AEIS
	<input checked="" type="checkbox"/> Federal Accountability Data
	<input checked="" type="checkbox"/> Disaggregated TAKS data
	<input checked="" type="checkbox"/> District/Campus PEIMS reports
	<input checked="" type="checkbox"/> PBMAS reports
	<input checked="" type="checkbox"/> Student attendance data
	<input checked="" type="checkbox"/> Truancy data
	<input checked="" type="checkbox"/> ADM Data
	<input checked="" type="checkbox"/> Referral percentages for students in SPED
	<input checked="" type="checkbox"/> Campus parent participation records
	<input checked="" type="checkbox"/> Failure Rates
	<input checked="" type="checkbox"/> INOVA data
	<input checked="" type="checkbox"/> TELPAS data
	<input checked="" type="checkbox"/> Achievement Test Data
	<input checked="" type="checkbox"/> PA Series
	<input checked="" type="checkbox"/> Benchmark Assessments
	<input checked="" type="checkbox"/> TPRI
	<input checked="" type="checkbox"/> DRA or Other Reading Assessments
	<input checked="" type="checkbox"/> Carolina
	<input checked="" type="checkbox"/> Pre-AP/AP Scores
	<input checked="" type="checkbox"/> PSAT/SAT/ACT Scores
	<input checked="" type="checkbox"/> Completion Rate
	<input checked="" type="checkbox"/> Other End of Course percentages

Summary of Findings

Prioritized Areas of Concern

District Areas of Concern	Data Source Used to Identify Concern
Achievement gap between white and Hispanic pop. in science and math	TAKS, AEIS
TAKS Passing rate of Socio-eco disadvantaged students in science and math	TAKS, AEIS
Participation rate of Hispanic and low socioeconomic status students in AP & Pre-AP programs	AP/Pre-AP data
4 year graduation rate	Completion data
Student Participation in the Recommended HS program	AEIS
SAT/PSAT score average	SAT/PSAT
SAT/PSAT student participation rate	SAT/PSAT
Student Attendance	Attendance data/PEIMS
Recruitment/retention of highly qualified teachers	Recruitment data/PEIMS

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 \$ 739,096.

Total FTEs (full time employees) funded through SCE at this District is 15.2.

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.

Program/Funding Source	
Federal Programs	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input checked="" type="checkbox"/>	Title II, Part A
<input checked="" type="checkbox"/>	Title II, Part D
<input checked="" type="checkbox"/>	Title III
<input checked="" type="checkbox"/>	Title IV
State Programs/Funding Sources	
<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:
Other Funding Sources	
<input checked="" type="checkbox"/>	Local Funds
<input checked="" type="checkbox"/>	Activity Funds
<input checked="" type="checkbox"/>	Gifts/Donations
<input checked="" type="checkbox"/>	Other: Rural Technology Grant

Required NCLB 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 (*Show appropriate staff development to meet the needs of students at-risk in the D/CIP*)
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 preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. (*Examples could include: provide parents and students with a kindergarten orientation session; teachers from pre-K/K meet to discuss instructional programs, kindergarten objectives, and needs of students, etc.*)
8. Steps to include teachers in the decisions regarding the use of assessments. (*In the formative evaluation column of the DIP show that teachers use benchmarks to analyze performance, use classroom observations and teacher-made tests to assess students*)
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 Improvement Committee Meeting Date	Agenda Item Number Of Review	Superintendent / Chair Verification
September September 17, 2009	#1	TThayer/tdt
October October 15, 2009		
November November 12, 2009		
December		
January (Formative Review)Jan.14 2010	#1	
February February 11, 2010		
March		
April		
May May13, 2009	#1	

2009 - 2010

The District Improvement Action Plans
of Bandera ISD

TABLE OF CONTENTS:

ACTION PLAN I: READING/ELA

ACTION PLAN II: WRITING

ACTION PLAN III: MATH

ACTION PLAN IV: SCIENCE

ACTION PLAN V: SOCIAL STUDIES

ACTION PLAN VI: USE OF TECHNOLOGY IN CORE CONTENT AREAS

ACTION PLAN VII: AT-RISK

ACTION PLAN VIII: ENGLISH LANGUAGE LEARNERS

ACTION PLAN IX: DISCIPLINE MANAGEMENT

ACTION PLAN X: ATTENDANCE RATE

ACTION PLAN XI: DROPOUT PREVENTION/RECOVERY

ACTION PLAN XII: SPECIAL EDUCATION

ACTION PLAN XIII: CAREER & TECHNICAL EDUCATION

ACTION PLAN XIV: PARENT INVOLVEMENT

DISTRICT ACTION PLAN I:
READING

DISTRICT READING/ELA GOALS FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS reading tests and other grade appropriate measurements.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
1. Expand elementary Spanish language program. (GP 3, CR)	199-11-6100-xx-xxx-xxxxxxx	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)	Pre-K Headstart grant & Federal Stimulus dollars	Campus Principals, ESC 20 HS Liaison & Federal Programs Dir.	Implementation of classes by January 2010 at one or both elementaries.	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. (NCLB 2, GP 4, CR)	255-11-6100-xx-xxx-xxxxxxx	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)	none	Textbook Coordinator & District Committee	Committee Selected by Oct. 1 2009 and materials selected by January 20, 2010.	On-line survey results after selection of texts.

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

DISTRICT ACTION PLAN II:
WRITING

DISTRICT WRITING GOALS FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS writing tests in grades 4,8, 10& 11.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<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>262-11-6300-xx-xxx-xxxxxx</p> <p>255-11-6200 - xx-xxx-xxxxxx</p>	<p>Classroom teachers and campus administration.</p> <p>Campus & 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, TPRI, TELPAS, benchmark and formative Assessments.

DISTRICT ACTION PLAN III:
MATH

DISTRICT MATHEMATICS GOAL/S FOR 2009-2010: Decrease the achievement gap between white and Hispanic students as measured by the TAKS math test in grade 3 - 11, and in other grade appropriate measures. Increase the passing rate as measured by the TAKS math test in the economically disadvantaged subpopulation by 5 %.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
1. Identify targeted Hispanic & low SES students and develop plan by campus to accelerate and differentiate math instruction. (NCLB 9, GP 4, CR)	1. Grade level meeting, CIC meetings, DIC meetings, faculty meetings.	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 science teachers to integrate instruction between departments/campuses and emphasize cross over terminology. (NCLB 9, GP 4, CR)	2. Grade level meetings, department/team meetings and meetings with campus administration.	2. Campus administration in conjunction with classroom teachers.	2. Two weeks out of every six week period	2. Integrated planning and use of coordinated instruction.
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)	3. ADM, PA series results, weekly and six week test, semester test, INNOVA information	3. Campus administration & classroom teachers	3. By six weeks	3. Benchmark testing, PA series testing, six week testing and semester testing.

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

DISTRICT ACTION PLAN IV:
SCIENCE

DISTRICT SCIENCE GOAL/S FOR 2009-2010: 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 %.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>1. Identify targeted Hispanic & low SES students and develop plan by campus to accelerate and differentiate science instruction. (NCLB 9, GP 4, CR)</p> <p>2. Coordinate with math teachers to integrate instruction between departments 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 populations for each campus. (NCLB 1, GP 1, CR)</p> <p>4. Identify lab activities that support C-Scope Curriculum and extend activities long term.(NCLB 2, GP3)</p>	<p>1. Grade level meeting, CIC meetings, DIC meetings, faculty meetings.</p> <p>2. Grade level meetings, department/team meetings and meetings with campus administration, TAKS terminology lists for math and science.</p> <p>3. ADM, PA series results, weekly and six week test, semester test, INNOVA information</p> <p>4. C-Scope, science supplies, curriculum planning time.</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 & classroom teachers</p> <p>4. Classroom teachers</p>	<p>1. Each six weeks</p> <p>2. Two weeks out of every six weeks</p> <p>3. By six weeks</p> <p>4. Weekly</p>	<p>1. Lesson plans and classroom observations as well as anecdotal evidence.</p> <p>2. Integrated planning and use of coordinated/differentiated instruction in classroom.</p> <p>3. Benchmark testing, PA series testing, six week testing and semester testing.</p> <p>4. Lesson plans and classroom observations.</p>

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

DISTRICT ACTION PLAN V:
SOCIAL STUDIES

DISTRICT SOCIAL STUDIES GOAL/S FOR 2009-2010: 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.

				Formative
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Activities/Strategies	Resources	Personnel Responsible	Timeline	Evaluation Criteria
<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 initiative.(NCLB 8, GP 4)</p>	<p>Field trip grant money from Frontier Times museum</p> <p>2. ADM data & state EOC data</p> <p>3. 255-13-6400.00-001-xxxxxxx</p>	<p>Classroom teachers</p> <p>2. Classroom teachers & campus administration</p> <p>3. Classroom teachers, principal & Staff Development Director</p>	<p>Once a year</p> <p>2. By May 2009</p> <p>3. By March 2010</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 5 %.</p> <p>3. EOC results in World Geography will meet or exceed 85% passing rate.</p>

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

DISTRICT ACTION PLAN VI:
USE OF TECHNOLOGY IN CORE CONTENT AREAS

DISTRICT TECHNOLOGY GOAL/S FOR 2009-2010: Integrate and institutionalize technology usage as a routine strategy into curriculum presentation in the classroom.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>1. Provide locally based staff development on new social networking technology and podcasting. (NCLB 4, GP 1, CR)</p> <p>2. Form a district committee to investigate the cost effectiveness & benefits of implementing electronic textbooks.(NCLB 8, GP 3, CR)</p>	<p>255-13-6200.00-xxx-xxxxxxx</p> <p>2. 255-11-6100.00-xxx-xxxxxxx</p>	<p>Director of Staff Development & Technology Director</p> <p>2. District Improvement Committee - subcommittee</p>	<p>By December 2009</p> <p>2. Initial meeting October 2009 with report back in January 2010.</p>	<p>Sign in Sheets and workshop evaluations, use in classroom teaching</p> <p>3. Report to DIC in January 2010.</p>

Summative Evaluation: The summative evaluation data will include data from STAR CHART; Title II, D Compliance Report, Formative Assessment, Student Products.

DISTRICT ACTION PLAN VII: AT-RISK
(DYSLEXIA, 504, ECONOMICALLY
DISADVANTAGED)

DISTRICT AT-RISK GOAL/S FOR 2009-2010: 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.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<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>1. Technology funds / Title II, D; local funds, ARI/AMI, Rural Technology grant and OEYP funding.</p> <p>2. Local funds, ARI/AMI funds, Federal Stimulus funds.</p> <p>3. Local funds & Federal Stimulus funds</p>	<p>1. Principal, interventionists, SPED, dyslexia specialists, 504 coordinator.</p> <p>2. Campus administration & classroom teachers</p> <p>3. Campus administration & classroom teachers</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>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 & anecdotal information.</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 assessments, INNOVA data, and Benchmark Assessments.

DISTRICT ACTION PLAN VIII:
ENGLISH LANGUAGE LEARNERS

DISTRICT ELL GOALS FOR 2009-2010: Increase the achievement of English Language Learners as measured by the TAKS reading and writing tests 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 %.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>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)</p> <p>2. Provide afterschool acceleration to ELL students individually or in pairs in ELA skills.(NCLB 9, GP 4, CR)</p> <p>3. Provide academic activities to parents of targeted students to engage them in conversations about post-secondary academic planning. (NCLB 6, GP 3, CR)</p> <p>4. Provide Sheltered Instruction support & training to secondary departments as requested.(NCLB 2,4; GP 2; CR)</p>	<p>1. Title III funds, Title II, A funds.</p> <p>2. Title III, local funds, ARI/AMI funds, OEYP funds.</p> <p>3. Parent involvement funds (211-61-xxxx.xx-920-xxxxxxx)</p> <p>4. Title II, A funds & local funds</p>	<p>1. Director of Federal Program & Assistant Principal</p> <p>2. Campus administration</p> <p>3. Counselors, parent leaders, district administration.</p> <p>4. Staff Development Director, Campus administration.</p>	<p>By the end of the first three weeks.</p> <p>2. Every three weeks</p> <p>3. Twice a year in spring</p> <p>4. On-going</p>	<p>1. Lesson plans/classroom observations indicate use of data to drive instruction and differentiation for ELL learners</p> <p>2. Afterschool timesheets indicating LEP student participation.</p> <p>3. Sign in sheets from meeting.</p> <p>4. Student grade monitoring and anecdotal records.</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 assessments, INNOVA data, and Benchmark Assessments.

DISTRICT ACTION PLAN IX:
DISCIPLINE MANAGEMENT

DISTRICT STUDENT MANAGEMENT GOAL FOR 2009-20010: Identify and utilize strategies to reduce all levels of student disciplinary referrals by 5 %.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
1. Identify students who are repeat offenders and schedule meeting with them to discuss disciplinary options. (GP5)	1. none	1. Assistant principal	1. Within first two weeks of school	1. Student discipline referrals for targeted students decrease by 2%.
2. Identify locations of most disciplinary referrals and implement strategies to increase supervision. (GP 5)	2. none	2. Campus administration	2. Within first six week period	2. Student discipline referrals by local decrease by 10%.
3. Identify time of most disciplinary referrals and implement strategies to increase supervision. (GP 5)	3. Local funds	3. Campus administration/teachers/paraprofessionals	3. By six week period	3. Student discipline referrals by time decrease by 10%.
4. Identify kind of disciplinary referral most prevalent and implement strategies to decrease incidence of targeted referrals. (GP 5)	4. Title II, D, Title IV and local activity funds	4. Campus Administration & Federal Program Director	4. By six week period	4. Targeted behaviors will decrease by 10%.

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

DISTRICT GOAL AREA X:
ATTENDANCE

DISTRICT ATTENDANCE GOAL/S FOR 2009-2010: Increase overall student attendance by 2%.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<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>1. Local funds, activity funds & donations.</p> <p>2. none</p> <p>3. Parent involvement funds - local & 211.</p>	<p>1. Campus Administration & Federal Programs Director</p> <p>2. Campus administration, teachers and district administration.</p> <p>3. Director of Federal Programs & district administration.</p>	<p>1. Every six weeks & 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 assessments, INNOVA data, Failure rate data, Attendance data, Discipline Management data and Benchmark Assessments.

DISTRICT ACTION PLAN XI:
DROPOUT PREVENTION/RECOVERY

DISTRICT DROPOUT PREVENTION/RECOVERY GOAL/S FOR 2009-2010: Increase completer rate by 2%.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>1. Produce brochure on district alternative graduation program comparing them to traditional high school program. (NCLB 9, GP 4, CR)</p> <p>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)</p> <p>3. Increase credit recovery options available to HS students. (GP 3,4; CR)</p>	<p>1. None</p> <p>2. None</p> <p>3. Local funds</p>	<p>Communications Director and Alternative School Lead Teacher</p> <p>2. HS Counselors & Campus Administration</p> <p>3. Campus Principal, Superintendent, Student Services</p>	<p>By November 2009</p> <p>2. By February 2010.</p> <p>3. By Summer 2010</p>	<p>Distribution of brochure to high school by December 1, 2009. Counselors make information available to students and parents of students who would qualify.</p> <p>2. Number of students who fail to complete high school with their cohort group decreases by 30%.</p> <p>3. Number of student who fail to receive credit for Algebra I and Spanish II decrease.</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, TPRI, TELPAS, IRI, Formative Assessment, Failure Rates, attendance rate, and discipline management data.

DISTRICT ACTION PLAN XII:
SPECIAL EDUCATION

DISTRICT SPECIAL EDUCATION GOAL/S FOR 2009-2010: Use pre-referral intervention techniques to decrease special education referrals, and increase percentage of students who are successful on TAKS-Modified assessments.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<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>1. Title II, A and SPED funds</p> <p>2. Rural Technology grant, OFYP funds, & local funds</p>	<p>1. Principal, diagnostician, SPED director.</p> <p>2. Principal & diagnostician.</p>	<p>1. Every semester</p> <p>2. Every three weeks</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.</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 ACTION PLAN XIII:
CAREER & TECHNICAL EDUCATION

DISTRICT CAREER & TECHNICAL EDUCATION GOAL/S FOR 2009-2010: Increase the passing rate of ELL students on ELA TAKS in grades 9-11.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<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>244-11-6300-00-101-xxxxxxx</p> <p>199-11-6100-xxx-xxxxxxx</p>	<p>1. CTE teachers and CTE Administrator</p> <p>2. ESL teachers & CEI instructors.</p>	<p>1. Monitor every three weeks</p> <p>2. Monitor every three weeks.</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>

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, INNOVA data, Failure rate data, Attendance data, CTE data, Certificate Completion data, Discipline Management data and Benchmark Assessments.

DISTRICT ACTION PLAN XIV: **PARENT INVOLVEMENT**

DISTRICT PARENT INVOLVEMENT GOAL/S FOR 2009-2010: Maintain and increase parent involvement activity participation by 5 % to result in student achievement increases of 5 %.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
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1. Increase parent offerings at district level to include Spanish for Parents and Ed Acronyms for Parents (NCLB 6, GP 3)	211-11-6100-00-920-xxxxxxx	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)	2. 211-13-6400-00-920-xxxxxxx	2. Federal Programs Director	2. January 2009	2. Survey responses will provide input for spring offerings
3. Implement more district parent involvement activities at Hill Country Elementary.(NCLB 6)	3. none	3. Federal Programs Director & BISD employees; HCE administration	3. Spring Semester 2010	3. Participation in district wide activities by Hill Country parents will increase by 10%..

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