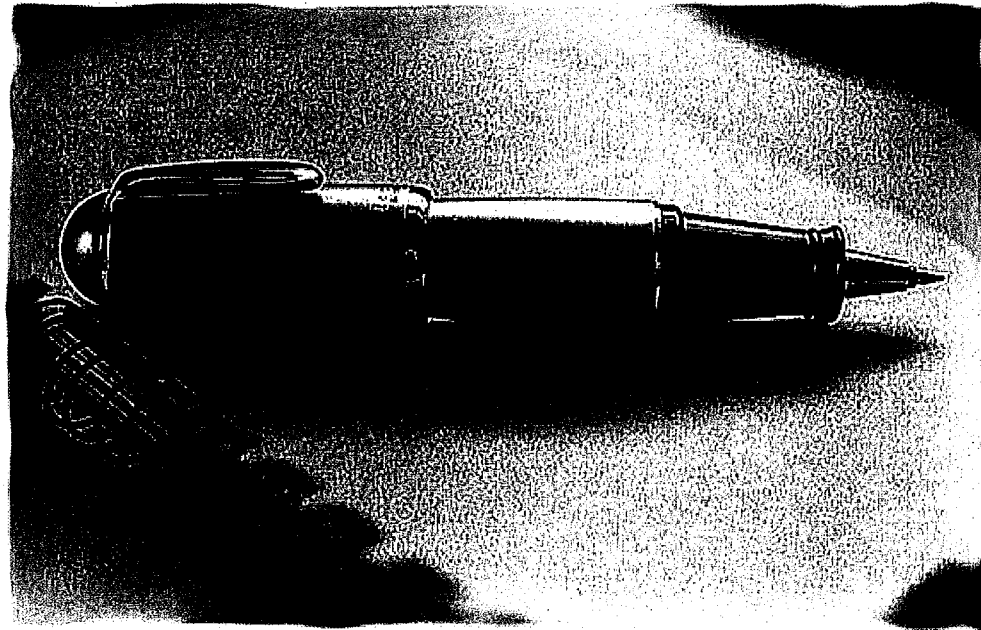


# BRACKETT I.S.D



DISTRICT IMPROVEMENT PLAN

**2010-2011**

***Excerpt from the U.S.D.E. CONSOLIDATED STATE APPLICATION FOR STATE GRANTS UNDER TITLE IX, PART C, SEC. 9302 OF THE ELEMENTARY & SECONDARY EDUCATION ACT (PUBLIC LAW 107-110)***

**Introduction:**

**ESEA Performance Goals, Indicators, and Performance Reporting** (Title IX, Part C, Sec. 9302), is an excerpt from the USDE Consolidated State Application for State Grants under Title IX, Part C, Sec. 9302 of the Elementary and Secondary Education Act (Public Law 107-110). In NCLB, the U.S. Department of Education (USDE) identified five performance goals that reflect the overall statements of expectations arising from the purposes of the ESEA programs. These five goals were required to be adopted in the submittal of the consolidated state application in order for the State of Texas to receive funds under NCLB. This submittal requirement makes it necessary for LEAs to assure that they:

- Have adopted the five performance goals and the related performance indicators established by the USDE and as submitted in the Texas Consolidated State Application for Funds Under the No Child Left Behind Act; and
- Will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS; and
- Will report such data to the Agency in the time and manner requested.
- Contact: Office of Student Support Programs, Cory Green (512) 463-9374.

**PART I: ESEA Goals, ESEA Indicators, State Performance Targets**

Accountability, especially as it is reflected in student achievement results, drives the consolidated application's contents. The following ESEA performance goals and indicators cut across the ESEA programs included in the application and reflect the key No Child Left Behind Act of 2001 goal of improved achievement for all students.

**ESEA Goals and Indicators**

Note: The SEA will be asked to provide data in the annual performance report to indicate progress on the ESEA goals as well as the additional State goals.

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

- 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section III(h)(I)(C)(i).)
  - 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section III(h)(I)(C)(i).)
  - 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.
2. **Performance 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.
- 2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
  - 2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
  - 2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.
3. **Performance Goal 3:** By 2009-2010, all students will be taught by highly qualified teachers.
- 3.1 Performance Indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section III(h)(I)(C)(viii) of the ESEA).
  - 3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development, (as the term, "professional development," is defined in section 9101 (34).)
  - 3.3 Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)
4. **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.
5. **Performance Goal 5:** All students will graduate from high school.

- 5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma,
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance Indicator: The percentage of students who drop out of school,
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Note: ESEA section 1907 requires States to report all LEA data regarding annual school dropout rates in the State disaggregated by race and ethnicity according to procedures that conform with the National Center for Educational Statistics' (NCES) Common Core of Data. Consistent with this requirement, States must use NCES' definition of "high school dropout," i.e., a student in grades 9-12 who (a) was enrolled in the district at sometime during the previous school year; (b) was not enrolled at the beginning of the succeeding school year; (c) has not graduated or completed a program of studies by the maximum age established by the State; (d) has not transferred to another public school district or to a non-public school or to a State-approved educational program; and (e) has not left school because of death, illness, or school-approved absence.

As part of the Standard Application System (SAS) for NCLB funds (Schedule #6E, section W), the LEA assures that it has adopted all five goals and that it has methods by which to collect the data to report to TEA in the time and manner requested.

# STATE BOARD OF EDUCATION LONG RANGE PLAN

## **Mission of Texas Public Education**

**Texas Education Code 4.001(a)**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

## **Public Education Academic Goals**

**Texas Education Code, 4.002**

To serve as a foundation for a well-balanced and appropriate education:

- Goal 1      The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- Goal 2      The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- Goal 3      The students in the public education system will demonstrate exemplary performance in the understanding of science.
- Goal 4      The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## **Public Education Objectives**

**Texas Education Code, 4.001(b)**

The objectives of public education are:

- Objective 1 Parents will be full partners with educators in the education of their children.
- Objective 2 Students will be encouraged and challenged to meet their full educational potential.
- Objective 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective 4 A well-balanced and appropriate curriculum will be provided to all students.
- Objective 5 Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective 6 The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective 7 School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective 8 Educators will keep ahead of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective 9 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **Public Career & Technology Education Goals**

**Texas Education Code, 29.181**

Each public school student shall master the basic skills and knowledge necessary for:

- (1) managing the dual roles of family member and wage earner, and
- (2) gaining entry-level employment in a high-skill, high wage job or continuing the student's education at the post-secondary level.
- (3) for students pursuing a post-secondary level education, secondary school counselors should help make students aware of the distinguished or recommended 24-credit high school diploma.

## **State Board of Education Long-Range Plan for Technology**

To prepare Texas' students and educators for the 21<sup>st</sup> century's worlds of learning and work, the SBOE recommends growth in the areas of:

- (1) Teaching and Learning
- (2) Educator Preparation and Development
- (3) Administration and Support Services
- (4) Infrastructure for Technology

# **BRACKETT INDEPENDENT SCHOOL DISTRICT**

## **BISD Mission Statement**

The mission of Brackett Independent School District,  
in partnership with parents and community,  
is to enable all students to be safe and obtain the  
knowledge, desire and integrity  
to pursue meaningful and productive lives.



**BISD DISTRICT-LEVEL PLANNING & DECISION MAKING COMMITTEE  
2010-2011**

Jeanette Allison	Intermediate Teacher	2011
April Blake	High School Teacher	2011
Lindsey Kunz	Junior High Teacher	2012
Christy Price	Elementary Teacher	2011
Judy Burks	Community Member	2011
Judy Adams	Community Member	2012
Stan Metcalf	Business Member	2012
Melissa Davis	Business Member	2011
Michelle Frerich	Elementary Parent	2012
Elizabeth Hodges	Director of Brackett Educational Academy	2011
Donna Schuster	Junior High Parent	2012
Jill Duncan	High School Parent	2011
Jaime Sandoval	Student	2011
Brandon Allen	Student	2011

Kimberly Ilse	Elementary School Counselor	2011
Louisa Stone	Secondary School Counselor	2011
Alma Gutierrez	Administrator – BDAC Chair	2011

**BISD RESOURCE PERSONNEL**  
**(Assist committee members in collecting information and report material.)**

**Marla Madrid**

- Federal Programs

**Lisa Conoly**

- Gifted & Talented

**Marla Madrid**

- Compensatory Ed.

**Hector Jimenez**

- ESL

**Louisa Stone**

- Career / Tech. Ed.

**Melanie Jones**

- Special Education

**BISD BOARD OF TRUSTEES  
2010-2011**

SONDRA MEIL, PRESIDENT

JOHN PAUL SCHUSTER, VICE-PRESIDENT

TONY MOLINAR, SECRETARY

RICKY ALVARADO, MEMBER

BRAD COE, MEMBER

TONY ASHLEY, MEMBER

DAN LAWS, MEMBER

**BISD BOARD GOALS  
2010-2011**

- **Improve student achievement annually.**
  1. Provide a comprehensive curriculum and instructional program with high standards (PK-12) which enables all students to improve achievement.
  
- **Employ a diverse and qualified teaching, administrative and support staff.**
  1. The district will recruit, employ and retain a quality teaching, administrative, and support staff to attain excellence in student performance.
  
- **Promote safe, healthy, and nurturing schools**
  1. The district will provide and maintain safe, healthy, and nurturing environments conducive to learning, which will enable students to think critically and act responsibly.
  
- **Efficient use of resources by all district components (campuses, departments, and board.**

**1. The district will align its resources with its mission and establish operational processes that systematically improve individual components, which in turn, improve the district.**

▪ **Improve communication between the district and all stakeholders**

**1. The district will build and maintain positive relationships with its stakeholders, to create common interest in support of the district's mission. Stakeholders include employees, students, parents, trustees, media, volunteers, business partners, senior citizens, and other taxpayers and voters.**

**BISD EVALUATION PROCESS FOR 2010-2011**

- Math Scores - TAKS and SAT/ACT Scores
- Reading Scores - TAKS and SAT/ACT
- Curriculum - Ongoing curriculum development, alignment and writing
- Technology - Evaluate staff development sessions;list of course offerings
- Vocational Program - Analysis of course offerings, staffing, and student needs
- Gifted/Talented Program – Committee, student and parent evaluations
- Special Education Accountability through TAKS, TAKS -Alt, TAKS-M, and PBMAS
- Compensatory Education - TAKS test scores and Title 1 Program requirements
- Federal Programs Evaluation - TAKS tests reports and Federal Program requirements
- Safe And Drug Free School Program - Evaluation, Summer, 2011
- SAT/ACT Testing Program – Scores for the year, Summer 2011
- Science Scores - TAKS
- Social Studies – TAKS

**OUTCOMES FOR BISD PROGRAMS  
2010-2011  
(Not in priority order)**

- Improve Science performance of BISD students in the classroom and on state assessments
- Continued improvement of Math performance of BISD students in the classroom and on state assessments.
- Improve Reading ability – all students should read at grade level by grade 3.
- Continued improvement of Social Studies performance of BISD students in the classroom and on state assessments.
- All students should be able to write at a TAKS passing level.
- Facility improvement based on needs and Board recommendations.
- Update Curriculum to include Enrichment Curriculum to address all students.
- Academic Excellence through the increased offerings of CTE classes and the use of technology and staff development.
- Special Education and Federal Programs accountability through state and federal requirements.
- State Compensatory Education funds enhanced due to increased participation in Free/Reduced Lunch program.
- Promote parent involvement at each campus.
- Staff development for all staff to address inclusion of special education students in the mainstream classroom.
- Incorporate educational activities for at-risk students after-school and during the summer.



## **BISD DISTRICT & CAMPUS NEEDS ASSESSMENT 2010-2011**

Needs Assessment at BISD is ongoing and is a continuous process. Educators, parents, and campus committees analyze results as soon as they are received. Recommendations for change and improvement are based on a multitude of sources. Change in a small district can be made fast in response to a needs assessment.

- Needs Assessment, 2010-2011, is based on:
- 2009-2010 TAKS scores in Reading, Writing, Math, Science and Social Studies. (District average scores for all grades tested)
- SAT/ACT scores – Brackett High School
- College acceptance for senior class
- In compliance with TEA requirements, we spend at least 85% of our budget allotted for/on Compensatory Education, Special Education, and Vocational Education
- Library Support - Library use records; Night library use
- Alternative School – Information from 2009-2010 student records and new enrollees throughout the year
- Facility Goals – Board of Trustees
- TEKS based curriculum (required since Sept 1, 1998)
- Special Education – TAKS, TAKS – M, TAKS – Alt., and PBMAS requirements
- Compensatory Ed. – TAKS test report/At-Risk students and services.
- Federal Programs – Evaluation, 2010
- BISD Technology Plan.

- BISD Safe Schools Plan.
- ACT five-year test score summary.
- Campus lists of all at-risk students under Age 21 who are defined as at-risk will be maintained and up-dated as necessary, listed in PEIMS, by the principal and staff assigned to complete the task;
  - a. K-3 poor performance on current year readiness test or assessment instrument
  - b. 7-12 below 70 in two or more subjects of foundation curriculum
  - c. did not pass to next grade level for one or more years (exception: parent request)
  - d. unsatisfactory performance on state assessment instrument
  - e. pregnant or a parent
  - f. placed in discipline AEP during current or preceding year
  - g. expelled under provisions of 37.006 for current or previous year
  - h. on parole, probation, deferred prosecution
  - i. previous dropout student on PEIMS
  - j. Limited English Proficiency
  - k. Custody or care of protective and regulatory services
  - l. Homeless
  - m. Resides in residential placement facility

## No Child Left Behind (NCLB) Goals

- Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance 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.
- Performance Goal 3: By 2010-2011, all students will be taught by highly qualified teachers.
- Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Performance Goal 5: All students will graduate from high school.

The district will support campuses as they strive to meet NCLB goals.