2015-16 District Improvement Plan

Ben Bolt-Palito Blanco ISD

Mission Statement

Ben Bolt-Palito Blanco ISD's Mission Statement

It is the belief of the Ben Bolt-Palito Blanco ISD that all students can learn and that our schools can make a positive difference in the lives of our students. Our mission is to provide an environment for individual growth and development of the whole child and to prepare our students to make a positive influence on the dynamic, changing world of the future.

The Ben Bolt-Palito Blanco ISD will maintain an instructional program which provides opportunities for increased student learning and performance, promotes social performance and emotional growth, and improves citizenship competencies regardless of students' socioeconomic status, family background, race, gender, or prior academic performance.

The Ben Bolt-Palito Blanco ISD exists for the purpose of making a positive difference in the lives of our students and we share the responsibility of education with students, parents, and the community.

2015-16 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Ben Bolt-Palito Blanco ISD conducted a comprehensive needs assessment for the 2014-15 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the District Improvement Plan.

District Demographics
The staff at Ben Bolt-Palito Blanco ISD includes 43 teachers, 16 paraprofessionals, and 7 administrators. The student population is 8.7% White, 0.3% African American, 90.1% Hispanic, 0% Asian, and 1.0% Native American. Additionally, the district serves 67.1% economically disadvantaged students, 10.2% special education students, and 5.4% Limited English Proficient students.   Attendance rates include *% African American, 93.7% Hispanic, 93.1% White, and 93.5% economically disadvantaged. The most current data indicate the district has a 4% mobility rate.

The following data were reviewed in relation to district demographics:
Information was acquired using the Texas Education Agency's "Texas Academic Performance Report" and DMAC.

Upon review of these data, several findings were noted. These findings include:
Ben Bolt-Palito Blanco continues to serve a demographic population where the majority (90.1%) of students is Hispanic. White/Anglo students make up almost 10% of the student body, with all other demographics combined making up about 2%. Although there has been a slight decline, the school district continues to serve a higher rate of economically disadvantaged student population compared to the state average.

Areas of need include:
An emphasis must be placed on increasing attendance, as currently we are slightly below the region and state average. The school district must continue to focus on servicing our economically disadvantaged population, by maximizing state and federal resources. Teachers in the district should receive training designed to aid with understanding the struggles faced by a large number of our population including by not limited to the struggles of English Language Learners.

Student Achievement
The following data were reviewed in relation to Student achievement:
State Assessments, SAT/ACT Results, and student grade history

Upon review of these data, several findings were noted. These findings include:
The district "Met Standard" according to the Texas Education Agency's "2015 Accountability Summary". BBPB ISD "Met Standard" on: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness exceeding Target Scores by a minimum of 5 Index Score points in each category. The district achieved a total score of 75% (21 out of 28) System Safeguards. There was a 13 point gain for the district as our Postsecondary Readiness increased from 62 to 75 for 2015 school year.

Areas of need include:
The main area of concern according to the 2015 Accountability Summary System Safeguards are Performance Rates where the district dropped from a 85% (17 out of 20) on 2014, to 75% (21 out of 28%).

District Culture, Climate, and Organization
The following data were reviewed in relation to District Culture, Climate, and Organization:
Discussions with campus administrators, teachers, and parents. CNAs (Campus Needs Assessments), DMAC, and Texas Academic Performance Reports

Upon review of these data, several findings were noted. These findings include:
BBPB ISD Special Education student population is now only 1.3% above state average this is down from 3%, and a Gifted and Talented student population is now at 5.1% compared to last year's 0.6% which was more than 7% points the below the state average of 7.7%. Participation in extracurricular activities appears to be well above the state average. The district has continued to underperform in involving parents in the school/community process (outside of extracurricular activities).

Areas of need include:
The district must focus on improving the English as a Second Language program and procedures. The district's CTE program and coherent sequences must be expanded to offer more opportunities for our students in compliance with HB-5. The district must continue to focus on increasing participation on the Student Health Advisory Committee (SHAC), and a continued effort should be placed on organizing a PTA (Parent Teacher Association).

Staff Quality, Recruitment, and Retention
The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:
Discussions with campus administrators, teachers, and parents. CNAs (Campus Needs Assessments), and Texas Academic Performance Reports

Upon review of these data, several findings were noted. These findings include:
Ben Bolt-Palito Blanco ISD had a teacher/staff turnover rate of 33.6% this is more than double the state average. Teacher salary is well below state average in all levels of teacher experience. Administrator salary is below state level, but at a much smaller percentage than teacher salary although pay disparity skews this statistic. A strong effort should be made to recruit the best possible teachers while retaining our top performing teachers.

Areas of need include:
An emphasis on teacher retention (possible salary adjustments), and ESL certification must be emphasized during teacher recruitment and retention. Administrator pay appears to be fair based on the district's size, but a review of responsibilities should occur to ensure equity. The committee once again suggests that measures need to be adopted that will ensure the district is able to increase our teacher retention rate.

Family and Community Involvement
The following data were reviewed in relation to Family and Community Involvement:
Discussions with campus administrators, teachers, and parents. CNAs (Campus Needs Assessments), and Texas Academic Performance Reports

Upon review of these data, several findings were noted. These findings include:
Family and Community Involvement for extracurricular activities continues to be in good shape, but improvement is still required when it comes to other forms official school functions

Areas of need include:
Increasing the number of parents and community members who attend School Board meetings and show an active interest in improving district performance. Establishing PTA procedures and participation, and increasing parental/community involvement in ACE and SHAC programs.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	**Subjects**	**Reading/ELA**	District performance is comparable or excedes ESC2 region STAAR Percent at Phase-in 1 Level II or Above	District: 61%, ESC2: 72%, State: 76%
		Writing	District performance is comparable or exceeds ESC2 region STAAR Percent at Final Level II or Above	District: 55%, ESC2: 68%, State: 72%
		Math	District performance is comparable or exceeds ESC2 region STAAR Percent at Phase-in 1 Level II or Above	District: 66%, ESC2: 71%, State: 78%
		Science	District performance is comparable or exceeds ESC2 region STAAR Percent at Phase-in 1 Level II or Above	District: 75%, ESC2: 72%, State: 78%
		Social Studies	District performance is comparable or exceeds ESC2 region STAAR Percent at Final Level II or Above	District: 63%, ESC2: 68%, State: 76%
	Subgroups	**All**	Overall Graduation Rate is over 5% greater than the region and 2 % above state	District:90.0%, ESC2:85.1%, State:88%
		AA	N/A Demographic is too small to avoid identification by default	PEIMS
		H	Class of 2014 Hispanics graduated with highest % of RHSP/DAP	87.5%
		W	Highest percentage of students completing college/dual enrollment courses	36.4%
		ED	High percentage of ED population earned RHSP/DAP diplomas	73.4%
		LEP	achieved 100% participation for all state assessments	District TAPR
		SE	100% Graduation rate over 4-year Longitudinal Rate (Gr 9-12)	District TAPR
	Social/ Emotional	**Discipline**		
		Extracurricular	Participation in Band and UIL Academic improved dramatically	UIL Academics reinstituted, and Band has over 90 members now
		Other	Graduates Enrolled in TX Institution of Higher Education (IHE)	Dist: 55.1%, ESC2: 52.6%, State: 56.9%
Teachers	**Professional Development**		District insured all staff met state professional development standards	District workshops, ESC, Edivation
	New Staff		Received proper new staff orientation, principals continue to mentor	New employee orientation
	Retention		Managed to retain a high percentage of our core area senior teachers	Returning staff
	Qualifications		Majority of our teachers are Highly Qualified Teacher Rating	NCLB Report
Parents	**Participation**		UIL Booster Clubs increased participation, ACE Program continues to offer parent trainings	Sports events, Mariachi events
	Communication		New Website, BBPB ISD Facebook page created, and GAGGLE soon to provide emails to all parents	technology updates

Area of Focus: District Culture

District Priority: The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

District Performance Objective: Throughout the 2015-16 academic year, the Ben Bolt-Palito Blanco ISD will strive to implement a research-based vertically and horizontally aligned curriculum which is characterized by a high degree of rigor and challenges all students to strive for and perform at higher levels of achievement.

Formative Evaluation: SBDM, CNA, Survey

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Study Island		All	Teachers	Study Island Online Curriculum Tech.	August 2015-May 2016
2	21st Century ACE Program		All	Teachers, and ACE Personnel	ACE Program	August 2015-May 2016
3	Extracurricular Activities as inspiration and motivation		All	Teachers, Coaches, Band Director, Principals	UIL Activities	August 2015-May 2016
4	Dual Credit College Courses		Upper Classmen	Counselor, Principal	ACE Program and Coastal Bend College	August 2015-May 2016
5	I station		All	Teachers	I station Program Tech	August 2015-May 2016
6	Accelerated Reader (AR)		K-8	Teachers, Librarians	AR Program	August 2015-May 2016
7	Think-Through-Math		K-8	Teachers, Principals	Online program	August 2015-May 2016
8	EduSmart		4-8 Science; 6-8 Math	Administrators, Teachers	Campus Budget	December 2015-May 2016

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Leadership Team Meetings		All	Administrators, Teachers	Meeting Agendas	August 2015-May 2016
2	Professional Learning Communities		All	Administrators, Teachers, Counselors	ESC-2, Administrators, Specific Workshops	August 2015-May 2016
3	Mentorship Program		All	Administrators, Teachers, Counselors	Senior Teachers, Administrators	August 2015-May 2016
4	Standardized Lesson Plans		All	Curriculum Director	Microsoft Office, Drop box	August 2015-May 2016
5	TCMPC (CSCOPE) TEKS Resource System		All	Teachers	TCMPC Website	August 2015-May 2016
6	STAAR Test Maker		All	Teachers, Administrators	STM Software	August 2015-May 2016
7	DMAC (Data Management for Assessment and Curriculum) for data disaggregation		All	Teachers	DMAC Website	August 2015-May 2016
8	Professional Development		All	Teachers, Principals, and Curriculum Direc.	ESC-2, TEA Approved Programs	August 2015-May 2016
9	EduSmart		4-8 Science; 6-8 Math	Administrators, Teachers	Campus Budget	December 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
10 Laptops and improved technology		All	Teachers, Administrators	Rural School Grant, GEAR UP prog.	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Grade Speed Program to monitor grades from home		All	Administrators, teachers, parents	Grade Speed Website	August 2015-May 2016
2 SHAC (School Health Advisory Council)		All	Administrators, Nurse, teachers, parents	TEA, State Guidelines	August 2015-May 2016
3 Parent/Teacher Conferences		All	Administrators, teachers, parents, counselors	Technology, Open House	August 2015-May 2016
4 Data-Driven ARD Meetings		All	Administrators, teachers, parents, special education team	Assessment results, teacher information, IEPs	August 2015-May 2016
5 NCLB Parental Involvement Events		All	Administrator, teachers, parents	NCLB Funds	August 2015-May 2016
6 21st Century ACE Parental Involvement and Classes		All	ACE Personnel, Teachers, Administrators	ACE Funds	August 2015-May 2016

Area of Focus: Student Safety

District Priority: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

District Performance Objective: Throughout the 2015-2016 academic year, the Ben Bolt-Palito Blanco ISD will utilize various emergency response plans, discipline management techniques, and safety oriented measures to encourage all students to consistently demonstrate positive behavior characteristics that contribute to increased student achievement.

Formative Evaluation:

	Students				
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 District Teacher and Student Handbooks distributed and reviewed for understanding		All	Administrators, Staff, Teachers, ACE Team	District Handbooks	August 2015-May 2016
2 Staff will set the example for students to emulate by modeling safe and socially acceptable behaviors		All	Administrators, Staff, Teachers, ACE Team	District Handbooks, Board Policy	August 2015-May 2016
3 Anti-Drug Preventative Strategies		All	Administrators, Staff, Teachers, ACE Team, Police Department	Counselors, police department, websites	August 2015-May 2016
4 Discipline Matrix		All	Administrators, Staff, Teachers, ACE Team	Campus Principal designed Matrix	August 2015-May 2016
5 Emergency Response Plans		All	Administrators, Staff, Teachers, ACE Team, Police Department	Fire Drills, Campus Police, Campus Plans	August 2015-May 2016
6 Campus Counseling Services		All	Counselors, Administrators, teachers	Campus Counselors, ESC-2 Consultants	August 2015-May 2016
7 Other Counseling Services		All	Counselors, ACE Team, State & Federal Personnel	Outside Counselors, CPS, Community Action	August 2015-May 2016
8 Probation and Campus Resource Officers		All	Resource Officers	Law Enforcement Agencies	August 2015-May 2016
9 Medical Response, AED (Automated External Defibrillator) Trained Personnel		All	Nurse, Coaches, Administrators	AED stations, nurse medical supplies	August 2015-May 2016
10 Security Cameras		All	Administrators, Resource Officer	Security System	August 2015-May 2016
11 Bullying Prevention Activities		All	Administrators, Staff, Teachers, ACE Team, Police Department, counselors	Bullying Guidance Lessons, counselors	August 2015-May 2016
12 Pinnacle Drug Testing		UIL participants, students registered with parking permits	Administrators, Staff, Teachers, ACE Team, Police Department, counselors	Pinnacle Testing	August 2015-May 2016
13 Campus Safeguards and Safety Inspections		All	Administrators, Staff, Teachers, ACE Team, Police Department, counselors	Campus Security Audit Report, Inspection teams	August 2015-May 2016

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
14 Computer Firewalls to prevent inappropriate use of Technology		All	Administrators, Staff, Teachers, ACE Team, Technology Director, counselors	Technology Director, Software	August 2015-May 2016
15 Student Handbooks and Student Code of Conduct will be posted on the District Website		All	Administrators, Staff, Teachers, ACE Team, Technology Director, counselors	Technology Director, Software	August 2015-May 2016
16 COPS IN Schools		All	Administrators, County Officer	District Budget	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Suicide Prevention Training		All	Administrators, Counselors, Teachers	Counselors, State Agencies	August 2015-May 2016
2 Nonviolent Crisis Training		All	Administrators, Counselors, Teachers, CPI Team	Hybrid Course	August 2015-May 2016
3 Diabetic Training		All	Administrators, Counselors, Teachers	ESC-2 Training, Nurse	August 2015-May 2016
4 CPR/AED Training		All	Administrators, Coaches, Nurse, Counselors, Teachers	CPR/AED Certified Trainer, AEDs available	August 2015-May 2016
5 Signs of Child Abuse Training		All	Administrators, Coaches, Nurse, Counselors, Teachers	Counselors and State Agencies: CPS	August 2015-May 2016
6 COPS IN Schools		All	Administrators, County Officer	District Budget	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 School Home Contacts		All	Administrators, Counselors, Teachers, and parents	communication tools	August 2015-May 2016
2 SHAC (School Health Advisory Council)		All	Administrators, Counselors, Teachers, and parents	State and Group Guidelines	August 2015-May 2016

Area of Focus: Attendance

District Priority: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

District Performance Objective: Throughout the 2015-2016 academic year, Ben Bolt-Palito Blanco ISD will utilize various communication strategies to support increased student achievement by focusing on improved student attendance.

Formative Evaluation: PEIMS

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Encourage Student and Faculty attendance via rewards and consequences campus developed systems		All	Administrators, Teachers, Parents, Students	TxEIS System, Grade Speed	August 2015-May 2016
2 Set Goals and monitor attendance by campus, grade levels, and demographics		All	Administrators, Teachers, Parents, Students	TxEIS System, Grade Speed, admin meetings	August 2015-May 2016
3 Target students that display poor attendance using numerous campus developed intervention methods		All	Administrators, Teachers, Parents, Students	TxEIS System, Grade Speed, admin meetings	August 2015-May 2016
4 Work with Truancy Court and Truancy Officials		All	Administrators, Truancy Officials, Teachers, Parents, Students	Truancy Court, State Officials	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Campus developed rewards and consequences system in place to encourage faculty attendance		All	Administrators, Teachers, staff	PEIMS, substitutes	August 2015-May 2016
2 Performance Evaluations include teacher attendance section		All	Administrators, Teachers, staff	PEIMS, Campus Records	August 2015-May 2016
3 Foster an Excellent Work Environment, make BBPB ISD a place teachers want to work		All	All	BBPB ISD	August 2015-May 2016
4 Work with Truancy Court and Truancy Officials			Administrators, Truancy Officials, Teachers, Parents	Truancy Court, State Officials	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Campus Developed Plans to increase parent participation		All	All	District Website, Communication	August 2015-May 2016
2 Open House, and Holiday Events		All	Administrators, Teachers, Staff	District Website, Communication	August 2015-May 2016
3 UIL Events as tool to encourage parent participation in all aspects of school		All	Administrators, Coaches, Teachers, Staff, parents, students	UIL Events, Website, Communication	August 2015-May 2016

Area of Focus: College and Career Readiness

District Priority: Help students plan for life beyond graduation (1B-7)

District Performance Objective: Throughout the 2015-2016 academic year, Ben Bolt-Palito Blanco ISD will focus on continuing to implement a learning environment designed to prepare students for postsecondary education or a chosen career field.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Prepare lessons and teach students according to the States TEKS (Texas Essential Knowledge Skills)		All	Administrators, Teachers, ACE Program, Students	TCMPC, TEA Website, ESC-2, CTE	August 2015-May 2016
2 Provide students with information on colleges and career pathways		All	Counselors, Administrators, Teachers, ACE program, parents, students	Universities, Trade Schools, CTE Personnel	August 2015-May 2016
3 Strive to prepare students for College Entrance Exams		All	Counselors, Administrators, Teachers, ACE program, parents, students	Teachers, Websites, Library Materials	August 2015-May 2016
4 Provide Upper Classmen with Dual Credit Opportunities and CTE Welding Training		All	Counselors, Administrators, Teachers, ACE program, parents, students	Coastal Bend College	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Provide services for academic readiness		All	Counselors, Administrators, Teachers, ACE program, parents, students	DMAC, TCMPC, TEKS, TEA	August 2015-May 2016
2 Challenge students at all levels		All	Counselors, Administrators, Teachers, ACE program, parents, students	DMAC, TCMPC, TEKS, TEA, PDAS	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Provide services for parental involvement		All	Counselors, Administrators, Teachers, ACE program, parents, students	School Website, Meetings, Communication Tools	August 2015-May 2016
2 Offer College and Career Counseling Service Meetings		all	Counselors, Administrators, Teachers, ACE program, parents, students	School Website, Meetings, Communication Tools	August 2015-May 2016

District STAAR/EOC SCORES, Level II & Level III

Level II

2015	All Subjects		Reading		Mathematics		Writing		Science		Social Studies	
	2015	2016 Target	2015	2016 Target	2015	2016 Target	2015	2016 Target	2015	2016 Target	2015	2016 Target
All	63%		67%		67%		48%		67%		57%	
African American	83%		-		-		-		-		-	
Hispanic	61%		66%		62%		46%		63%		55%	
White	84%		79%		100%		71%		100%		73%	
American Indian	-		-		-		-		-		-	
Asian	-		-		-		-		-		-	
Pacific Islander	-		-		-		-		-		-	
Two Or More Races	-		-		-		-		-		-	
Special Ed	44%		45%		-		-		75%		-	
Econ Disadv	61%		65%		66%		39%		67%		58%	
ELL	25%		29%		-		-		-		-	

Level III Advanced

2015	All Subjects		Reading		Mathematics		Writing		Science		Social Studies	
	2015	2016 Target	2015	2016 Target	2015	2016 Target	2015	2016 Target	2015	2016 Target	2015	2016 Target
All	6%		7%		-				5		6	
African American			-		-		-		-		-	
Hispanic	5%		6%		-				4		6	
White	12%				-							
American Indian	-		-		-		-		-		-	
Asian	-		-		-		-		-		-	
Pacific Islander	-		-		-		-		-		-	
Two Or More Races	-		-		-		-		-		-	
Special Ed					-		-				-	
Econ Disadv	4%		5%		-							
ELL					-		-		-		-	

Area of Focus: Student Academic Achievement

District Priority: Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

District Performance Objective: Ben Bolt-Palito Blanco ISD will be on track to meeting NCLB's 2014 expectation that 100% of all students will achieve proficiency on their state assessments. The Goal of Ben Bolt-Palito Blanco ISD is for all student groups will score at or higher than 80% mastery in all State Assessment Subject Areas, with 15% of all students achieving Advanced Academic status.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Students will be accessed via Benchmarks, and campus faculty will use data to identify students strengths and weaknesses to develop interventions		all	Administrators, Counselors, Teachers, Parents, Students	DMAC, STAAR Test Maker, Study Island	August 2015-May 2016
2 Students that require special attention will be supported by campus developed plans to improve areas of concerns		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	DMAC, STAAR Test Maker, Study Island, ACE Program, Tutoring	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Teachers will received training and support on the proper use of district tools and programs in order to best support their students		all	Administrators, Counselors, Teachers	ESC-2, Program Specialists	August 2015-May 2016
2 Design lessons and assessments that align with state standards, and prepare students to succeed on local and state assessments		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016
3 Teachers will identify student weaknesses and implement proper interventions: Study Island, I station, AR		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Tech Programs, TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Employ campus developed plans to provide/encourage Parents to become involved in the process of educating their student and assisting with success on local/state assessments		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Website, Grade Speed, and numerous communication methods	August 2015-May 2016

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Formative Evaluation:

Students					
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2 Students that require special attention will be supported by campus developed plans to improve areas of concerns		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	DMAC, STAAR Test Maker, Study Island, ACE Program, Tutoring	August 2015-May 2016

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2 Design lessons and assessments that align with state standards, and prepare students to succeed on local and state assessments		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016
3 Teachers will identify student weaknesses and implement proper interventions: Study Island, I station, AR		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Tech Programs, TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Employ campus developed plans to provide/encourage Parents to become involved in the process of educating their student and assisting with success on local/state assessments		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Website, Grade Speed, and numerous communication methods	August 2015-May 2016

Area of Focus: Student Academic Achievement

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Formative Evaluation:

Students					
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2 Students that require special attention will be supported by campus developed plans to improve areas of concerns		All	Administrators, Counselors, Teachers, ACE Program, Parents, Students	DMAC, STAAR Test Maker, Study Island, ACE Program, Tutoring	August 2015-May 2016

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2 Design lessons and assessments that align with state standards, and prepare students to succeed on local and state assessments		All	Administrators, Counselors, Teachers, ACE Program, Parents, Students	TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016
3 Teachers will identify student weaknesses and implement proper interventions: Study Island, I station, AR		All	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Tech Programs, TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Employ campus developed plans to provide/encourage Parents to become involved in the process of educating their student and assisting with success on local/state assessments		All	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Website, Grade Speed, and numerous communication methods	August 2015-May 2016

Area of Focus: Student Academic Achievement

District Priority: Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

District Performance Objective: Ben Bolt-Palito Blanco ISD will be on track to meeting NCLB's 2014 expectation that 100% of all students will achieve proficiency on their state assessments. The Goal of Ben Bolt-Palito Blanco ISD is for all student groups will score at or higher than 80% mastery in all State Assessment Subject Areas, with 15% of all students achieving Advanced Academic status.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Students will be accessed via Benchmarks, and campus faculty will use data to identify students strengths and weaknesses to develop interventions		all	Administrators, Counselors, Teachers, Parents, Students	DMAC, STAAR Test Maker, Study Island	August 2015-May 2016
2 Students that require special attention will be supported by campus developed plans to improve areas of concerns		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	DMAC, STAAR Test Maker, Study Island, ACE Program, Tutoring	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Teachers will received training and support on the proper use of district tools and programs in order to best support their students		all	Administrators, Counselors, Teachers	ESC-2, Program Specialists	August 2015-May 2016
2 Design lessons and assessments that align with state standards, and prepare students to succeed on local and state assessments		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016
3 Teachers will identify student weaknesses and implement proper interventions: Study Island, I station, AR		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Tech Programs, TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Employ campus developed plans to provide/encourage Parents to become involved in the process of educating their student and assisting with success on local/state assessments		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Website, Grade Speed, and numerous communication methods	August 2015-May 2016

Area of Focus: Student Academic Achievement

District Priority: Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

District Performance Objective: Ben Bolt-Palito Blanco ISD will be on track to meeting NCLB's 2014 expectation that 100% of all students will achieve proficiency on their state assessments. The Goal of Ben Bolt-Palito Blanco ISD is for all student groups will score at or higher than 80% mastery in all State Assessment Subject Areas, with 15% of all students achieving Advanced Academic status.

Formative Evaluation:

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Students will be accessed via Benchmarks, and campus faculty will use data to identify students strengths and weaknesses to develop interventions		all	Administrators, Counselors, Teachers, Parents, Students	DMAC, STAAR Test Maker, Study Island	August 2015-May 2016
2	Students that require special attention will be supported by campus developed plans to improve areas of concerns		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	DMAC, STAAR Test Maker, Study Island, ACE Program, Tutoring	August 2015-May 2016

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Teachers will received training and support on the proper use of district tools and programs in order to best support their students		all	Administrators, Counselors, Teachers	ESC-2, Program Specialists	August 2015-May 2016
2	Design lessons and assessments that align with state standards, and prepare students to succeed on local and state assessments		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016
3	Teachers will identify student weaknesses and implement proper interventions: Study Island, I station, AR		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Tech Programs, TEA, TCMPC, ESC-2, Program Specialists	August 2015-May 2016

	Parents					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Employ campus developed plans to provide/encourage Parents to become involved in the process of educating their student and assisting with success on local/state assessments		all	Administrators, Counselors, Teachers, ACE Program, Parents, Students	District Website, Grade Speed, and numerous communication methods	August 2015-May 2016

Area of Focus: Curriculum

District Priority:

District Performance Objective: All teachers in grades K-12 will teach the TEKS-Texas essential knowledge and skills in all subject areas and ensure that all students will complete high school requirements with cohort.

Formative Evaluation: 90% of all students in all student groups, At-Risk Students, Hispanic, White, Economically Disadvantaged) taking the TAKS, STAAR Reading, Writing, Math, Social Studies, Science tests and High School EOC exams will meet or exceed minimum expectations.

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Curriculum alignment/mapping will continue to be an on-going process to eliminate gaps in teaching.			Classroom teachers Campus principal Curriculum Director	Title I funds CSCOPE	August 2015-May 2016
2 High expectations will be set for all students. Students will be instructed with the TEKS. An explanation of the expectations with parents will be documented at meetings and/or conferences.			Classroom teachers Campus principal Curriculum Director	Technology funds	August 2015-May 2016
3 Teachers will teach the TEKS for mastery. All teachers will attend staff development in content area(s) taught for implementation of the TEKS.			Classroom teachers Campus principal Curriculum Director	Comp ed funds	August 2015-May 2016
4 Plato program credit recovery will be initiated during the school day to decrease student drop out and increase completion rates.			Classroom teachers Campus principal Curriculum Director	Comp ed funds Plato program	August 2015-May 2016
5 Drop-out recovery strategies will focus on accelerated instruction, home visits, coordinated efforts with city and county agencies, and personal contact with parent/guardians on attendance.			Classroom teachers Campus principal Curriculum Director	GED exams TEKS tutors Parents PEIMS coordinator	August 2015-May 2016

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
6	For implementation of student success initiative, parents will be provided information regarding the initiative in a variety of ways including, but not limited to letters and conferences.			Classroom teachers Campus principal Curriculum Director	Policy EIE (local) Web-site link Region 2	August 2015-May 2016
7	Students in grade k-8th will be provided information for career awareness in regular ed. Classes. In grades 9-12, students will be given the opportunity to enroll in articulated class's college credit, dual credit courses and cc trade center courses.			Classroom teachers Campus principal Curriculum Director Curriculum director	Local funds HS allotment	Campus Principal receive feedback from staff on an on-going basis
8	Kindergarten teachers and head start teachers will initiate on-going communications for transition of pre-k students to kindergarten.			Classroom teachers Campus principal Curriculum Director	Local funds	March 2016 Student level Information from head start staff
9	Using CSCOPE, teachers will focus on timelines, scope and sequence and target objectives to improve reading scores.			Teachers Principals Curriculum director	State TEKS curriculum CSCOPE	August 2015-May 2016
10	Esc2 and area consultants will be contracted to assist teachers in all grades for TEKS enrichment and to delivery of instruction.			Curriculum director Esc2 / area consultants	Local, federal and state funds	August 2015-May 2016
11	Students in need of remediation will be enrolled in STAAR, EOC and TAKS remediation/enrichment classes and or attend assessment tutorials.			Principals Teachers	Local, federal and state funds	August 2015-May 2016
12	Teachers will incorporate reading objectives and terminology in all content areas, including special population's teachers.			Principals Teachers	State compensatory funds	August 2015-May 2016
13	Tutorials will be offered for students who did not master 2013 state assessment or those who score 74% and below on bench mark tests.			Principals Teachers	Title I Compensatory Ed funds	August 2015-May 2016
14	Instructional aides will receive training to enhance student comprehension and achievement in the regular classroom			Administration	State comp ed Title I funds	August 2015-May 2016

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
15	Using district curriculum alignment, all students will be taught TEKS for mastery at each grade level.			Campus Principal Instructional leaders	TEKS curriculum materials worked on during previous year and on-going staff development.	On-going by teachers
16	ACE 21st century in-school tutorials will be offered for identified students at each campus.			Campus Principal Instructional leaders	21st century funding	Fall and spring semesters
17	Writing consultants will provide teachers with writing training through on–site workshops.			Campus Principal Instructional leaders	State compensatory education funds	Fall and spring semesters
18	To reduce failure rates, aides will work with at risk students.			Campus administrator	Title I funds State compensatory Education funds	Teacher evaluation of aides
19	Students in need of remediation will be placed in small group tutorial sessions for targeted instruction.			Campus principals Teachers Counselor	State compensatory Education Funds	Progress reports and 6 weeks report cards
20	Drop out reduction/acceleration opportunities in core subject areas will be given to students in grades 9-12.			Campus principals	State compensatory education fund	Spring Semester
21	Teachers will have the opportunity to attend staff development training on improving TEKS instruction towards STAAR/EOC implementation.			Esc 2 consultants	Local funds	Sign in sheets for fall/spring 2 ESC workshop attendance reports
22	Using CSCOPE, teachers will focus on timelines, scope and sequence and target objectives to improve math scores.			Campus principal Teachers Curriculum director	TEKS Early release Staff Development	August 2014-May 2015
23	Teachers will have the opportunity to attend staff development training on improving TEKS instruction towards staar/eoc implementation.			Campus Principals Teachers	Local funds	Benchmark and curriculum based assessments tests

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
24	Instructional aides will work with at-risk students during remediation/enrichment.			Campus Principals Aides	State Compensatory Education funds	3 weeks progress reports on students success that have been working with aides
25	Tutoring sessions through 21st century will be offered for students who failed 2013 state assessment or for those failing the six weeks and/or benchmarks.			Campus Principals teachers 21st century director-site coordinators	State Compensatory Education funds 21st century funds	3 weeks progress reports
26	Teachers will improve math objectives in problem solving, emphasizing the use of high order thinking skills, problem solving strategies, and assessing with TAKS formatted questions.			Campus principal teachers Curriculum director	Local funds region 2 co-op Title II-part a	Early release schedules during fall/spring
27	Teachers will be given opportunity to attend staff development on TEKS lesson design and delivery.			Campus Principals Curriculum Director	ESC region 2 Title I funds Title II funds Local funds	Region 2 workshop attended
28	Using district curriculum alignment/mapping all students will be taught TEKS for mastery for their grade level.			Campus principal Teachers Curriculum director	TEKS Curriculum alignment/mapping material worked on previous years and on-going staff development	On-going by teachers
29	Teachers will be given opportunity to attend staff development on TEKS and differentiated instruction for STAAR/EOC implementation.			Campus principal Teachers Curriculum director	ESC2 region 2 Title I funds Title II funds Local funds	Workshop Attendance
30	To reduce teacher/pupil ratio at elementary aides will work with at risk students.			Campus principal Teachers Teacher Assistance	State Compensatory	Teacher will evaluate the effect, aides have on student success

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Using TCMPC, teachers will focus on timelines, scope and sequence and target objectives to improve science scores.			Campus principal teachers Curriculum director	TEKS Curriculum alignment/mapping material worked on previous years and on-going staff development	On-going by teachers
2	Teachers will be given opportunity to attend staff development for teaching the TEKS for STAAR/EOC implementation.			Campus principal teachers Curriculum director	Esc2 region 2 Title I funds Title II funds Local funds	Workshop Attendance
3	Teachers will implement science camps for targeted students.			Campus principal teachers Curriculum director	Esc region 2 Title I funds Title II funds Local funds	Ongoing with 6 week report card evaluation
4	To increase student achievement, aides will work with at risk students.			Campus principal Teachers Teacher Assistance	Title I funds	Teacher will evaluate the effect, aides have on student success

	Parents					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Area of Focus: Gifted and Talented

District Priority:

District Performance Objective: Students identified in the Gifted And Talented Program will be identified using strict criteria and will be served via pull-out program by teachers with 30 hours G/T certificates and will be given the opportunity to work with other G/T students throughout the course of the school day.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 All teachers will receive updates on G/T program: training on nature and needs of the gifted.		referred students	Teachers, G/T Coordinators	Materials Handout of teachers	Completed by beginning of 2nd semester
2 G/T students in grades k-12 a pull-out program led by staff that have 30 hour g/t certificates.		G/T Students	Teachers, G/T Coordinators	Teachers will purchase units as well as produce units	On-going projects throughout the year
3 A parent survey will be sent home annually to evaluate the success of the program.		G/T Student Parents/Guardians	G/T Coordinators	Survey	End of school year

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Teachers that serve as G/T Teachers will have proper training		G/T Teachers	G/T Coordinators	ESC-2, Online Modules	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Understand the Referral and Evaluation process for G/T Students		all	G/T Coordinators	TEA, G/T Websites, ESC-2	August 2015-May 2016

Area of Focus: Equity

District Priority:

District Performance Objective: All Special Population groups will be equitably represented across all district programs

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 G/t identification will increase numbers of minority students by utilizing "language neutral" instruments. Student based products portfolio, assessment and other appropriate data measures.		all	Campus principal Teachers	Local funds	August 2015-May 2016
2 All identified ESL students will be served by a certified ESL resource teacher on a daily basis.		all	Special Ed, Principal	Inclusion program resource content mastery	August 2015-May 2016
3 All identified ESL students will be served by a certified ESL resource teacher on a daily basis.		all	Campus principals	Local funds salaries	August 2015-May 2016
4 All identified dyslexic students will be served by the ela teacher using the 'language' curriculum.		all	Administrators, Teachers, counselors	Special Education Dept	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Campus Developed Plans will ensure teachers are capable of providing equitable services to all students: ESL, G/T, SPED, 504, Etc.		all	Administrators, Teachers, Counselors	ESL, G/T, SPED Coordinators & Directors	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Area of Focus: Safe and Drug Free

District Priority:

District Performance Objective: All students will be provided with a safe and drug free environment in which to learn as well as participate in extracurricular activities.

Formative Evaluation: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 A discipline management plan will be developed and articulated through a code of conduct. All students and parents will be provided with a copy of this document.		all	Campus principals Teachers	Local policy	August 2015-May 2016
2 Drug sniffing dogs will be on all campuses for unscheduled onsite searches.		all	Admin. Team Campus principals	Jim wells county sheriff's dep't. K-9 dogs	August 2015-May 2016
3 Presentations for students in the area of making good choices, alcohol and drug abuse, suicide prevention, conflict resolution, parenting, anger management and other life choices will be scheduled in unison with red ribbon week.		all	Counselor Campus Principal	ESC 2	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Campuses will ensure Teachers are capable of recognizing the signs of drug abuse and the proper reporting procedures		All	Administrators, Teachers, Parents, Law enforcement	Resource Officer	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Area of Focus: Communication

District Priority:

District Performance Objective: District effectiveness will be enhanced by Parental/Community awareness through formal and informal communications.

Formative Evaluation: Two-way communications will be improved through utilization of various mediums

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Parental involvement will be encouraged through parent conferences, presentations, newsletter, phone calls, 21st century program and P.T.O. meetings.		all	Campus principals Teachers Parent coordinator 21st Century parent liaison	Title I funds 21st century funds	August 2015-May 2016
2	Interaction with the community will be facilitated through notices on the district website, community calendar and in the newspaper announcements. Minutes will be posted in local post office about the district site base committee meeting.		all	Campus principals Teachers Parent coordinator 21st Century parent liaison	Alice Echo News, Website	August 2015-May 2016
3	A district parental involvement program will be presented at each campus site based committee seeking input and partnership in increasing parental involvement.		all	Special program director Campus principal Teachers	Local funds	August 2015-May 2016

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1	Teachers should understand and use the many resources at their disposal to communicate with parents and the community		all	Administrators, Tech Dept, Teachers	Website, Social Media, etc.	August 2015-May 2016

	Parents					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Area of Focus: Technology

District Priority: All students will graduate from high school

District Performance Objective: Integration of technology will be implemented to provide more educational opportunities for students as well as provide staff and administration with access to additional technology programs.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Continue current integration of technology using the following: study island, easy tech [ilearning.com] accelerated reader, Plato learning, internet research, and word processing in all courses.		all	Campus principals Curriculum Director Teachers 21st century director	Local funds 21st century funds Rural School Grant	August 2015-May 2016
2 TXEIS system will be used by administrative staff to monitor attendance and course scheduling as well as PEMIS information.		all	Campus principals Curriculum Director Teachers ESC 2 Workshops	Local funds Region 2	August 2015-May 2016
3 Technology literacy will be monitored for all staff and students by providing annual surveys and assessments through the star chart.		all	Local funds	Local funds	August 2015-May 2016
4 The AEIS will be reviewed for disaggregating of test data. The district will utilize data management programs such as process manager and DMAC to monitor progress and direct instructional needs.		all	Campus principals Curriculum Director Teachers	Local funds Region 2 Tech funds	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Teachers will attend staff development for integration of technology into the classroom instruction.		all	Campus principals Curriculum Director Teachers ESC 2 Workshops	Tech Dept., ESC-2	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Implement technology such as email and social media and provide training for parents that require it		all	Administrator, Teachers, Tech. Dpt.	Title Funds, Tech Dept, local resources	August 2015-May 2016

Area of Focus: ESL

District Priority: All students will graduate from high school.

District Performance Objective: 90% of ESL students in grades 3 through exit level will meet or exceed minimum expectations utilizing the English Language Proficiency Standards (ELPS).

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 The district will adhere to federal/state regulations for ESL instruction including the ELPS		all	Principals Special programs director	Fed/state regulations RPTS/ESL handbook	August 2015-May 2016
2 Students will be given the opportunity to meet with specific teachers for individualized STAAR/ and or EOC or TAKS preparation.		all	Principals Teachers	ESL funds	August 2015-May 2016
3 An ESL TEA Waiver will be requested for the District. The teacher will attend a series of workshops as per waiver application.		all	Special programs director Superintendent	Tea waiver form	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Staff development training on sheltered instruction with implementation of ESL methodologies and ELPS will be scheduled.		all	Special programs director Superintendent	ESL Funds	August 2015-May 2016
2 The district will reimburse teacher for ESL certification costs and will continue to advertise for ESL certification for any teacher vacancies.		all	Administrators, Teachers	ESL Funds, Title Funds	August 2015-May 2016

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Area of Focus: Special Education

District Priority: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by the year 2014-2015.

District Performance Objective: The district Special Education services will utilize the comprehensive analysis process related to: timeline for initial evaluation, least restrictive environment (LRE), timeline for reevaluation, and transition on an annual basis.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 All district staff will be provided with training in the pre-referral process and rti as referenced in district and campus plans.		Special Education Staff, Parents, Students	District diagnostician Special education director	Special Education teachers Esc2	August 2015-May 2016
2 The special education operating guidelines will be reviewed and followed.		Special Education Staff, Parents, Students	District diagnostician Special education director	Special Education Coordinator Principals	August 2015-May 2016
3 District staff will be trained in LRE to include practices of following modifications/accommodations, and assisted technology.		Special Education Staff, Parents, Students	District diagnostician Special education director	Special Education Coordinator	August 2015-May 2016
4 Staff development will be provided to staff on modification strategies and the law for following IEP's.		Special Education Staff, Parents, Students	District diagnostician Special education director	Special education Coordinator	August 2015-May 2016
5 Training will be held to review decision making process for state mandated assessments at ARDS		Special Education Staff, Parents, Students	Principals DSBDM chairperson	Special ed teachers Principal	August 2015-May 2016
6 A schedule utilizing the special education data management system will be developed prior to each school year to determine what meetings need to be held for review of existing data.		Special Education Staff, Parents, Students		Special education funds ESC 2	August 2015-May 2016
7 Staff will be trained to monitor transition for planning, preparing and implementing ITP meetings for students before or by the age of 16 as appropriate.		Special Education Staff, Parents, Students	District diagnostician Special education director	Special education Director Special Ed funds Principals	August 2015-May 2016

	Students					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
8	Input from parents and students will be requested regarding transition planning and developing goals.		Special Education Staff, Parents, Students	District diagnostician Special education director	Special Education Director	August 2015-May 2016
9	Special education staff will be included on each campus improvement committee to increase special education input to campus needs.		Special Education Staff, Parents, Students	Principals	Special Ed teachers Principal	August 2015-May 2016
10	Parents and agencies will be provided with required notice in order to assure participation in the itp meeting as appropriate		Special Education Staff, Parents, Students	Principals DSBDM chairperson	Special Ed teachers Principal	August 2015-May 2016

	Teachers					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

	Parents					
	Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Area of Focus: Dyslexia

District Priority: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by the year 2014-2015.

District Performance Objective: All procedures to identify and accommodate students who exhibit characteristics of dyslexia will be in place.

Formative Evaluation:

	Students				
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Dyslexia contacts will be named on each campus.		all Dyslexia affected	Diagnostician	State Dyslexia handbook	August 2015-May 2016
2 Screening for dyslexia will be administered on each campus for students showing symptoms of difficulty in reading		all Dyslexia affected	Diagnostician	Dyslexia screening instrument	August 2015-May 2016
3 All teachers will be trained in dyslexia differentiating classroom instruction strategies.		all Dyslexia affected	Diagnostician	Campus staff and ESC2	August 2015-May 2016
4 Teachers will be trained in testing accommodations with students in section 504 program		all Dyslexia affected	Diagnostician	District Testing Coordinator	August 2015-May 2016
5 Materials will be purchased that will allow students to enhance reading potential.		all Dyslexia affected	Diagnostician	Title I funds	August 2015-May 2016

	Teachers				
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

	Parents				
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Area of Focus: Staff Development

District Priority: Ben Bolt-Palito Blanco ISD will continue to ensure that all students are educated by state certified teachers that also meet the NCLB Highly Qualified criteria.

District Performance Objective: All staff will be encouraged to attend staff development pertaining to their teaching assignments.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 The district will join the ESC2 Regional Coop for accessibility to workshops.		staff	Superintendent Special programs director	Title II Part A	August 2015-May 2016
2 Elementary staff will be required to have reading academies training certificates.		staff	Superintendent Special programs director	Title II Part A	August 2015-May 2016
3 Teachers on permits will be encouraged to take Excet/TEXES exams to become fully certified. District will reimburse teachers that are successful on said exam		staff	Superintendent Special programs director	Title I Title II Part A	August 2015-May 2016
4 District will advertise to hire certified personnel and provide sign on bonuses for teachers in critical areas.		staff	Superintendent Special programs director	Title I	August 2015-May 2016
5 District will continue to apply for grants to provide above state incentive pay to retain highly qualified personnel.		staff	Superintendent Special programs director	Local Title II Part A	August 2015-May 2016

Teachers					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Parents					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**

Area of Focus: Graduation and Post-Secondary Preparation

District Priority: Ben Bolt-Palito Blanco ISD will continue to educate students in preparation for post-secondary education and career schools while striving to ensure 100% of our students graduate from high school.

District Performance Objective: All secondary students, teachers, counselors, and parents will be provided information about post-secondary school opportunity.

Formative Evaluation:

Students					
Strategies	**Codes**	**Target Group**	**Person(s) Responsible**	**Resources**	**Timeline**
1 Students will be provided with informational sessions addressing admissions, financial aid, Texas grant, teaches for Texas and sources for higher educational opportunities.		all	Secondary school counselor	Local funds Booklet "funding your education"	August 2015-May 2016
2 Students will be provided with informational sessions beginning with the 8th grade to facilitate career path decisions for higher education and/or career choices.		all	Secondary school counselor	Co-op Grant	August 2015-May 2016
3 Students will be provided with ACT/SAT software for test preparation. Seminars will be held to target strategies and time management skills.		all	Secondary school counselor	Co-op Grant	August 2015-May 2016

* Legend for Codes

Code	Plan	Indicates that the strategy addresses…
AR	At-risk	The needs of students deemed "at-risk" of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	Students' need for support from home and/or the school's use of volunteers.
SD	Staff Development	Training needs of teachers and other staff.
T	Technology	Tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	Federal mandates for school-wide Title I programs.
VP	Violence Prevention	Prevention and intervention plans for improving student behavior.
BP	Bullying Prevention	Prevention of bullying behavior on the District.

ASSURANCE ADDENDUM

Section A

Indicate that the district has met each of the below legal requirements for your district improvement plan by placing an "X" in the box next to the corresponding requirement.

X	Ben Bolt-Palito Blanco ISD has met the legal requirements for district improvement planning, including institution of a district -level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable district performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the district's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the district.
X	Included goals and methods for violence prevention and intervention on district.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the I-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

ASSURANCE ADDENDUM

Section B

Membership Composition of the District Performance Objectives Council	
Name of CPOC Member	**Position**
Arnoldo Barrera, Ed.D.	Director of Curriculum
Stella Grimes	Federal Programs Director
Angelica Yanez	High School Teacher
Jasmine Bourlon	High School Teacher
Ana Cavazos	Middle School Teacher
Sara Guevara	Middle School Teacher
Katherine Munoz	Elementary Teacher
Maria L. Garza-Moscot	Elementary Teacher
Tina Dominguez	Community Member
Maria Rodriguez	Community Member
Gabriel Rivera	Business Member
Esmeralda Hernandez	Business Member
Gracie Pena	Parent
Veronica Villarreal	Parent

ASSURANCE ADDENDUM

Section C

Please indicate whether your district has met each of the below legal requirements for your district improvement plan by placing an "X" in the box next to the corresponding requirement.

		Goal	Description	Formative	Summative	Strategy
X	1)	TAKS Recognized or Exemplary	For 2014-15, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2)	TAKS Commended Performance	For 2014-15, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
X	3)	Parent and Community Involvement	For 2014-15, the percent of parents and community members attending VIPS meetings will increase by 50%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4)	Violence Prevention and Intervention	For 2014-15, discipline referrals for drugs, alcohol, and tobacco will be maintained at 3%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5)	Violence Prevention	For 2014-15, the discipline referrals for offenses will be reduced by 20% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals.	Implement and monitor the school-wide safety and security plan.
X	6)	Special Education	For 2014-15, the percent of students meeting ARD expectations will be at or above 80%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

		Goal	Description	Formative	Summative	Strategy
X	7)	Highly Qualified Teacher	For 2014-15, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8)	Secondary Drop–out Prevention	For 2014-15, the dropout rate will be 3% or less with no student group exceeding 1%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2014-15 drop-out data will be reviewed as information becomes available.	Monitor school leavers' bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
X	9)	High School AEIS – Ninth Graders	The percent of 2014-15 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
X	10)	Recommended High School Program	For 2014-15, the percent of students who graduate with RHSP will be at or above 80%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11)	High School AEIS – Advanced Courses and Dual Credit	For 2014-15, the percent of students who have completed at least one advanced course will be at or above 25%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	12)	High School AEIS – Advanced Placement Exams	For 2014-15, the percent of students who take an AP exam will be at or above 25%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	13)	High School AEIS – SAT/ACT Exams	For 2014-15, the percent of graduates who take SAT/ACT exams will be at or above 80%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
X	14) High School CTE	For 2014-15, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) 90%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

ASSURANCE ADDENDUM

Section D

X	1.	**Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
X	2.	**District-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of district-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
X	3.	**Instruction by highly qualified teachers** – 100% of our teachers is certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4.	**High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
X	5.	**Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6.	**Strategies to increase parental involvement** –Districts engage in numerous activities to increase parent involvement in the district's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
X	7.	**Transition from early childhood programs** – Elementary districts collaborates with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
X	8.	**Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
X	9.	**Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
X	10.	**Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the district goals and strategies.

ASSURANCE ADDENDUM

Staff Development Plans

Date	Audience	Responsible for Planning	Purpose/Content
August 2 & 3	Leadership Conference	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
August 10	Teacher Leader Conference	Secondary Curriculum Staff	STAAR Testing, New Accountability Standards, CSCOPE, DMAC
August 13	TEKS Resource Training	District Core Teachers	STAAR Testing, New Accountability Standards, Special Education, Differentiated Instruction
August 14	New Teacher Orientation	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
August 17	Google in The Classroom	District Administrative Staff	STAAR Testing, New Accountability Standards, DMAC, CSCOPE, Classroom Management
August 18	Edspiration	District Administrative Staff	STAAR Testing, New Accountability Standards, Special Education, Differentiated Instruction
August 19	Edivate	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
August 20	Gifted and Talented Classroom Integration	District Administrative Staff	STAAR Testing, New Accountability Standards, CSCOPE, DMAC
September 3	TAIS Training	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
September 22	Math Solving grades 3-5	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
October 8	Math Strategies Grades 5-8	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
October 13	Principals Leadership Training	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
October 16	Creating Quality Writers Middle School	District Administrative Staff	STAAR Testing, New Accountability Standards, Professional Learning Communities
October 29	STAAR Reading & Writing Middle School	District Administrative Staff	STAAR Testing, New Accountability Standards, CSCOPE, DMAC