

BRACKETT I.S.D



DISTRICT IMPROVEMENT PLAN

2005-2006

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)(l)(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)(l)(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 2005-2006, 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)(l)(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 21st 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
2005-2006**

Diana Ward	Business Rep.	2006
Javier Solis	Business Rep.	2007
Martha Gerardo	Community Rep.	2007
Lucy Valdez	Community Rep.	2007
Joyce Wade	Parent Elementary/Inter. School Rep.	2007
Carolyn Conoly	Parent Junior High Rep.	2007
Maria Juarez	Parent High School Rep.	2007
Lorenzo Ortiz	Counselor	Staff
Nathan LaFrenz	Social Worker	Staff
Elizabeth Hodges	Director of Brackett Educational Academy	Staff
Jamie Ballew	Teacher High School	2007
Louisa Stone	Academic Advisor	Staff
Mary Petrosky	Teacher Junior High School	2007
Bonnie Brotherton	Teacher Junior High School	2007

Kandace LaMascus	Teacher Elementary/Inter. School	2006
Olivia Robinette	Teacher Elementary/Inter. School	2007
Miles Braesicke	Student High School	2006
Lily Hernandez	Student High School	2006

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

Chuck Hall and Sue Castro

- Federal Programs

Paula Renken and Marla Madrid

- Compensatory Ed.

Louisa Stone

- Career / Tech. Ed.

Karron Childress

- Gifted & Talented

Hector Jimenez

- ESL

Melanie Jones

- Special Education

**BISD BOARD OF TRUSTEES
2005-2006**

HENRY LUTZ, PRESIDENT

SONDRA MEIL, VICE-PRESIDENT

SARA TERRAZAS, SECRETARY

TONY ASHLEY, MEMBER

JEFFREY DUNCAN, MEMBER

MARK FRERICH, MEMBER

RONNIE HOBBS, MEMBER

BISD BOARD GOALS
2005-2006

- Increase academic supports at all levels and review the overall instructional program
 1. Consider expansion of Career and Technology Program
 2. Review all categorical programs to ensure AYP compliance with emphasis on special education
 3. Investigate expansion of current early childhood program (PK)
 4. Increase level of instructional leadership provided by administrators
- Continue improvements on campus facilities
 1. Track renovation
- Provide strong discipline program that includes student leadership components
- Increase staff salaries and benefit packages
- Increase parent outreach and communications

BISD EVALUATION PROCESS FOR 2005 - 2006

- Math Scores - TAKS and SAT/ACT Scores
- Reading Scores - TAKS and SAT/ACT
- Facility Improvements - Long Range Building and Planning Committee recommendations
- 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, SDAA, LDAA, TAKS – I 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, 2006
- SAT/ACT Testing Program – Scores for the year, Summer 2006
- Science Scores - TAKS

- Social Studies – TAKS

**PRIORITIES FOR BISD PROGRAMS
2005-2006**

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

**BISD DISTRICT & CAMPUS NEEDS ASSESSMENT
2005 - 2006**

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, 2005-2006, is based on:

1. 2004-2005 TAKS scores in Reading, Writing, Math, Science and Social Studies. (District average scores for all grades tested)
2. SAT/ACT scores – Brackett High School
3. College acceptance for senior class
4. In compliance with TEA requirements, we spend at least 85% of our budget allotted for/on Compensatory Education, Special Education, and Vocational Education
5. Library Support - Library use records; LSL grant
6. Alternative School – Information from 2004-2005 student records and new enrollees throughout the year
7. Facility Goals – Board of Trustees and Long Range Building and Planning Committee
8. TEKS based curriculum (required since Sept 1, 1998)
9. Special Education – TAKS, SDAA, LDAA, TAK- I and PBMAS requirements
10. Compensatory Ed. – TAKS test report/At-Risk students and services.
11. Federal Programs – Evaluation, 2006
12. BISD Technology Plan.

13. BISD Safe Schools Plan.
14. ACT five-year test score summary.
15. 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
 - 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 2005-2006, 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.