

BRACKETT I.S.D



DISTRICT IMPROVEMENT PLAN

2006-2007

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

Introduction:

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

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

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

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

ESEA Goals and Indicators

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

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

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

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

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

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

STATE BOARD OF EDUCATION LONG RANGE PLAN

Mission of Texas Public Education

Texas Education Code 4.001(a)

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

Public Education Academic Goals

Texas Education Code, 4.002

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

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

Public Education Objectives

Texas Education Code, 4.001(b)

The objectives of public education are:

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

Public Career & Technology Education Goals

Texas Education Code, 29.181

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

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

State Board of Education Long-Range Plan for Technology

To prepare Texas' students and educators for the 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
2006-2007**

Diana Ward	Business Rep.	2007
Leigh Volsco	Business Rep.	2008
Martha Gerardo	Community Rep.	2007
Lucy Valdez	Community Rep.	2007
Monica Castillo	Parent Elementary/Inter. School Rep.	2007
Carolyn Conoly	Parent Secondary Rep.	2007
Maria Juarez	Parent Secondary Rep.	2007
Melanie Jones	Counselor (PK – 6 th)	Staff
Nathan LaFrenz	Social Worker	Staff
Elizabeth Hodges	Director of Brackett Educational Academy	Staff
Jamie Ballew	Teacher High School	2007
Louisa Stone	Academic Advisor / Counselor (7 th – 12 th)	Staff
Charlie Marquardt	Teacher Junior High School	2008
Bonnie Brotherton	Teacher Junior High School	2007

Amanda Edgar	Teacher Elementary/Inter. School	2008
Olivia Robinette	Teacher Elementary/Inter. School	2007
Clint Conrad	Student High School	2007
Brenda Tate	Student High School	2007

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

Marla Madrid

- Federal Programs

Karron Childress

- Gifted & Talented

Marla Madrid

- Compensatory Ed.

Hector Jimenez

- ESL

Louisa Stone

- Career / Tech. Ed.

Melanie Jones

- Special Education

**BISD BOARD OF TRUSTEES
2006-2007**

HENRY LUTZ, PRESIDENT

TONY ASHLEY, VICE-PRESIDENT

SARA TERRAZAS, SECRETARY

MARK FRERICH, MEMBER

RONNIE HOBBS, MEMBER

SONDRA MEIL, MEMBER

JOHN PAUL SCHUSTER, MEMBER

**BISD BOARD GOALS
2006-2007**

- **Increase academic supports at all levels and review the overall instructional program**
 1. Review the Gifted and Talented program implementation and services
 2. Investigate providing laptop computers for students
 3. Continued review of all categorical programs to ensure AYP compliance with emphasis on special education
 4. Monitor and evaluate the expansion of current early childhood program (PK)
- **Continue improvements on campus facilities**
 1. Consider construction of covered play area at elementary
 2. Consider building new ticket booth and concession stand at football field
- **Provide strong discipline program that includes student leadership components**

- **Increase staff salaries and benefit packages**
 1. Increase above state base by \$200

- **Increase parent outreach and communications**
 1. Increase the use of the district website as a communication tool
 2. Develop a district-wide survey for staff, students and parents to assess the school health and climate

BISD EVALUATION PROCESS FOR 2006 - 2007

- Math Scores - TAKS and SAT/ACT Scores
- Reading Scores - TAKS and SAT/ACT
- Curriculum - Ongoing curriculum development, alignment and writing
- Technology - Evaluate staff development sessions;list of course offerings
- Vocational Program - Analysis of course offerings, staffing, and student needs
- Gifted/Talented Program – Committee, student and parent evaluations
- Special Education Accountability through TAKS, 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, 2007
- SAT/ACT Testing Program – Scores for the year, Summer 2007
- Science Scores - TAKS

- Social Studies – TAKS

**OUTCOMES FOR BISD PROGRAMS
2006-2007
(Not in priority order)**

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

**BISD DISTRICT & CAMPUS NEEDS ASSESSMENT
2006 - 2007**

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, 2006-2007, is based on:
- 2005-2006 TAKS scores in Reading, Writing, Math, Science and Social Studies. (District average scores for all grades tested)
- SAT/ACT scores – Brackett High School
- College acceptance for senior class
- In compliance with TEA requirements, we spend at least 85% of our budget allotted for/on Compensatory Education, Special Education, and Vocational Education
- Library Support - Library use records; Night library use
- Alternative School – Information from 2005-2006 student records and new enrollees throughout the year
- Facility Goals – Board of Trustees
- TEKS based curriculum (required since Sept 1, 1998)
- Special Education – TAKS, SDAAll, LDAA, TAK- I and PBMAS requirements
- Compensatory Ed. – TAKS test report/At-Risk students and services.
- Federal Programs – Evaluation, 2007
- BISD Technology Plan.

- BISD Safe Schools Plan.
- ACT five-year test score summary.
- Campus lists of all at-risk students under Age 21 who are defined as at-risk will be maintained and up-dated as necessary, listed in PEIMS, by the principal and staff assigned to complete the task;
 - a. K-3 poor performance on current year readiness test or assessment instrument
 - b. 7-12 below 70 in two or more subjects of foundation curriculum
 - c. did not pass to next grade level for one or more years
 - 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.

DISTRICT IMPROVEMENT PLAN

I. DISTRICT MANAGEMENT

DISTRICT OBJECTIVE: By 2007, 90% of all students tested in Grades 3-11 will pass TAKS (Texas Assessment of Knowledge & Skills)

DISTRICT OBJECTIVE FOR 2006-07: Overall performance, overall gain, equity performance, and equity gain will improve in Grades 3-11 as compared to Spring 02 TAAS scores in Writing, Reading, Math, Social Studies & Science (Benchmark Set)

	ACTIVITIES / STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE EVAL/DATES	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVAL/DATES
1.1	The District will continue to support each campus through individual Campus Improvement Plans, which will indicate specific activities to address areas of TAKS deficiencies for all students and economically disadvantaged students.	Local funds and compensatory expenditures: SCE \$295,410 ESL \$12,618 TITLE 1 \$319,560 SP ED \$460,372 G/T \$13,426 CATE \$93,510 CATE (FED) \$11,424 CLASSROOM REDUCTION TITLE IV \$56,473 ACCELERATED READING/MATH \$7,247.00 MIGRANT \$24280	Superintendent	Review of CIP'S and monitor performance: January 07, August 07	Improvement in overall performance, overall gain, equity performance, and equity gain in GR 3-11 sections of TAKS.	Comparison of SPRING 06 TAKS to SPRING 07 TAKS for all students and for all population groups; June 07.
1.2	The District will continue support of TEKS curriculum alignment project in PK-12 math, language arts, science, social studies, physical education, health, fine arts, and other areas as determined by district directive.	Local and compensatory funds	Superintendent	January 07	Improvement in overall and equity performance and in overall and equity gain in GR 3-11 level on TAKS math and language arts.	Comparison of SPRING 06 TAKS to SPRING 07 scores for all students and for all populations; June 07.
1.3	The District will continue support of the district-wide use of TEKS for all subject areas.	Local and compensatory funds	Superintendent	January 07 June 07	Improvement in overall and equity performance and gain in GR 3-11 on TAKS tests.	Revision of TEKS guidelines for designated subject areas; June 07.

1.4	The District will provide support to all campuses in the form of data, program guidelines, compliance and accreditation training, etc., as determined by campus and district needs	Local and compensatory funds	Superintendent	August 06 January 07 June 07	Increased awareness by all staff regarding TAKS performance at all grade levels of all students and of all populations; increased awareness of program requirements; increased awareness of accountability standards.	Agendas of administrators' meetings will indicate presentation topics and dates; June 07
1.5	Title 1, SCE, ESL, G/T, CATE, and Special Education programs will continue to support the regular program as determined by the specific staffing and organizational needs of each campus (Refer to campus improvement plans for Title 1, At Risk/SCE, ESL, G/T, CATE, TechPrep, and Special Ed).	Local and program funds: SCE \$295,410 ESL \$12,618 TITLE 1 \$319,560 SP ED \$460,372 G/T \$13,426 CATE \$93,510 CATE (FED) \$11,424	Superintendent Campus Principals Fed Programs Director Spec Educ Director CATE Director	As needed August 06 through May 07.	Improvement in equity performance and in equity gain in GR 3-11 level on all sections of TAKS	Comparison of SPRING 06 TAKS scores to SPRING 07 scores for all students and for all populations; June 07.
1.6	The District will provide extended year services for students in Grade 2 Reading students that have been identified as At-Risk for failing the 3 rd Grade TAKS, 3 rd Grade students that will be taking the 3 rd administration of the TAKS, 4 th Grade students failing TAKS, and 5 th Grade students that will be taking 3 rd administration of the TAKS.	Title 1; SCE; Optional Extended Year; Local	Superintendent Campus Principals Fed Programs Director Special Ed Director CATE Director	Mar 07 June 07 July 07	Improvement of promotion rate and mastery of essential knowledge and skills.	Comparison of SPRING 07 TAKS scores to SPRING 06 scores for all students and for all populations.
1.7	The District will provide credit recovery services for students in grades 9-12 that have been identified as at-risk of dropping out/not graduating on time.	Optional Extended Year; Local	Superintendent High School Principal Academic Advisor	January 07 June 07 July 07	Credits recovered with improved % of students staying on grade level.	Rate of students graduating on time will increase.
1.8	The District will continue standardized testing for students in GR K-2 using the TEXAS PRIMARY READING INVENTORIES recommended by TEA.	No cost	Elementary/Inter. Principal	November 06 January 07 May 07	Improved student performance in all academic areas.	Compilation of test data for pre/post test determination of growth.
1.9	Facilitate three days of staff development and four work days during the 2006 – 07 school year for all campuses on topics related to planning for excellence, TAKS disaggregation, curriculum alignment topics, technology, gifted/talented	District staff, ESC-20 Consultants, Independent consultants:	Superintendent Campus Principals: Technology Director	August 06 January 07 June 07	Improvement in overall performance, overall gain, equity performance, and equity gain in GR 3-11 on TAKS.	Comparison of SPRING 06 TAKS scores to SPRING 07 scores for all students and for all

	programming, and needs as determined by campuses.	Local. SCE				population groups; June 07.
1.10	Facilitate campus staff development focused on review and revision of campus plans and analysis of student data.	District and campus staff	Superintendent Campus Principals	August 06 May 07	Improvement in overall and equity performance and in overall and equity gain in GR 3-11 on all sections of TAKS.	Comparison of SPRING 06 TAKS to SPRING 07 scores for all students and for all populations; June 07.
1.11	The District will continue to direct, monitor, and support the campuses' methods for addressing the needs of students for all special programs such as dyslexia, dropout reduction, technology, and discipline management. (Refer to district guidelines for Title 1, At Risk/SCE, ESL, G/T, CATE, and Special Ed for specific information as well as campus staff development plans in individual campus improvement plans).	Local and program funds: SCE \$295,410 ESL \$12,618 TITLE 1 \$319,560 SP ED \$460,372 G/T \$13,426 CATE \$93,510 CATE (FED) \$11,424	Superintendent Fed Programs Director Campus Principals	As needed August 06 Through June 07	Improvement in equity performance and in equity gain in GR 3-11 on all sections of TAKS.	Comparisons of SPRING 06 scores to SPRING 07 scores for all students and for all populations; June 07.
1.12	The Brackett District Advisory Committee will review the District Improvement Plan	BDAC members	Superintendent	Sept 06 Nov 06 Jan 07 April 07	Improved communication with BDAC members and campuses related to district goals and campus initiatives.	Agendas 06-07
1.13	The District will continue support to its schools through adherence to district and campus administrative guidelines related to discipline management, special education, Title 1, At Risk programs and state compensatory education, bilingual/ESL education, gifted and talented education, safe and drug free schools programming, career and applied technology programming, and educational technology.	District staff Campus staff ESC-20 State technical assistance	Superintendent Campus Principals	Continuous monitoring of programs	To coordinate programs to effectively and efficiently use funds to benefit all populations.	Comparison of SPRING 06 TAKS scores to SPRING 07 scores for all students and for all populations June 07
1.14	The District will support the Title 1 Schoolwide Projects at Jones Elementary / Intermediate and Brackett Junior High.	Title 1 funds; local and compensatory funds	Superintendent Fed Programs Director	Six weeks monitoring of At Risk students through June 07	Improved student performance of all populations	June 07
1.15	The District G/T Advisory Committee will evaluate one aspect of the G/T program annually. The District will support training of all teachers with 30 hours of G/T training.	Local funds	G/T Coordinator	August 06	Improved overall G/T program	June 07 List of G/T trained teachers.

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II. SPECIAL EDUCATION: COMPREHENSIVE ANALYSIS PROCESS

	ACTIVITIES / STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE EVAL/DATES	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVAL/DATES
2.1	Professional development opportunities will enable faculty and staff members to meet the needs of all students: <ol style="list-style-type: none"> 1. Mainstreaming 2. Campus Crisis Teams 3. ARD Training 4. Current Issues 5. Discipline Management 6. Inclusion 	Local; Special Ed.	Superintendent Special Ed Coordinator/Diagnostician Campus Principals	Aug 06 – June 07	Enable faculty and staff members to meet the needs of all students by addressing: <ol style="list-style-type: none"> a) behavior intervention through a cadre of trained professionals from each campus b) ARD training 	June 07 Completed professional development linked to identified student needs on each campus.
2.2	Implementation of a system to implement parent training on special education issues.	Local; Special Ed.	Special Ed. Coordinator	Aug 06 Jan 07 March 07	Offer parent trainings in fall and spring	June 07 Parent meeting sign-ins and agendas.
2.3	Continue implementation of a system to train Admission, Review and Dismissal committee members (ARD) related to SDAA, or alternative assessment testing assignments.	Special Ed.	Special Ed. Coordinator	Aug 06 Jan 07 Feb 07	Train ARD committee members	Completed TAKS alternative assessment testing assignments.
2.4	Continue implementation of CLASS software and management program for the development, monitoring of IEP's, and reporting progress to parents.	Special Ed.	Special Ed Director	Aug 06 Sept 06 Dec 06 Feb 07 June 07	Train Special Ed teachers to use software and management programs for the development and monitoring of IEP's	Completed IEP's; CLASS summaries.

III. ACADEMIC EXCELLENCE INDICATOR SYSTEM SUPPORT

ACTIVITIES / STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE EVAL/DATES	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVAL/DATES	
A	The District will support Campus Improvement Plan strategies at all campuses to improve TAKS scores of all students in GR 3-11, working to achieve the state standard of 90% by 2007.	Local, compensatory and other program entitlements.	Superintendent Campus Principals Director of Technology	August 06 Jan 07 June 07	Improvement in overall performance, overall gain, equity performance, and equity gain in GR 3-8 and exit level on all sections of TAKS.	Comparison of SPRING 07 TAKS and SDAA scores to SPRING 06 TAKS and SDAA for all students and for all population groups; June 07.
B	The District will support CIP's of all campuses to improve attendance from the district rate of 95.5% in 2002-03 to the state standard of 95.6%.	Local funds as specified by individual campuses.	Superintendent Campus Principals	Each six weeks Aug 06 through June 07	Improvement of each campus's attendance rate.	Comparison of 2005-06 district and campus attendance rates to 2006-07 district and campus attendance rates; June 07.
C1	The District will support High School and Junior High CIP's to maintain the 2005-06 campus and district drop-out rates below .6%.	Local and compensatory funds as specified by individual campuses	Superintendent High School Principal	Aug 06 through Jun 07	Improvement of district dropout rate for all students and for all populations.	Final drop-out rate for 2006-07 compared to 2005-06.
C2	The District will support the Brackett Educational Academy academic program to offer an alternative way to graduate from High School.	Local and compensatory funds	Superintendent High School Principal Director @ the Academy	Monthly; August 06 through June 07	Improvement of campus and district dropout rates.	Comparison of 2005-06 graduation rates to 06-07.
D	The District will support the High School CIP to improve performance on college admission tests based on the Class of 2006.	Local	High School Principal Academic Advisor	June 07	Improve performance of college admission tests by all populations; increase number of students taking college admission tests.	Comparison of performance of college admission tests for the Class of 2006 compared to the Class of 2007.
E	The District will support the High School CIP to improve performance on the TAKS/Accuplacer	Local	High School Principal Academic Advisor	January 07 May 07	Improve number of students scoring at or above equivalency standard.	July 07

	equivalency standard based on the Class of 2006.					
F	The District will support the High School, Junior High, and Intermediate Campus with their efforts to provide information to students, parents, teachers, and counselors about the need to participate in a challenging high school curriculum through the TEXAS EXCELLENCE, ACCESS AND SUCCESS (TEXAS) grant program and the TEACH FOR TEXAS grant program.	Local	High School and Junior High Principals Academic Advisor Counselor	August 06 June 07	Increase number of students completing the Recommended High School Program or the Distinguished Achievement Program	Verification of campus strategies used to provide students, teachers, counselors and parents about TEXAS grant program: -campus newsletters -campus advertisements -district newsletter -campus meeting agenda
G	The District will support the High School and Junior High with their efforts to provide information to students, parents, teachers and counselors about higher education admissions and financial aid opportunities and sources of information on higher education admissions and financial aid	Local	High School Principal Academic Advisor Counselor	Aug 06 through June 07	Increase number of students and parents attending and obtaining information about higher education admissions and financial aid.	Verification of campus strategies used to provide students and parents about admissions and financial aid opportunities: -campus letters -campus meeting agenda
H	The District will support the campuses' efforts to provide information to students, parents, and teachers about accelerated education opportunities, including advanced placement courses, honors courses and dual credit opportunities.	Local	High school and Junior High principal Academic Advisor Counselor	August 06 Jan 07 June 07	Increase number of students participating in accelerated education opportunities.	Verification of participation.

IV. GRANTS

	ACTIVITIES / STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE EVAL/DATES	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVAL/DATES
4.1	The District will administer the ACCELERATED READING INSTRUCTION /ACCELERATED MATH INSTRUCTION to Kinder through 8 th grade students at risk of not reading at grade level at 3 rd grade or performing math at grade level by 5 th grade.	ACCELERATED READING INTERVENTIONS PROGRAM (ARIP) Award \$7,247	Elementary and Intermediate Principals	September 06 October 06 January 07 March 07 July 07	Kinder through 6 th grade students identified as being at risk of not reading at grade level by 3 rd grade and not performing math at grade level by 5 th grade will have added support through one-to-one reading/math opportunities and tutorials.	TPRI (Fall and Spring); professional development evaluations TAKS Grades 3 -8 th Reading & Math June 2007
4.2	The District will administer the TELECOMMUNICATIONS INFRASTRUCTURE FUND grant (TIF) to provide technology and its infrastructure to campuses in the district.	TIF grant	Director of Technology	Midpoint Jan 07	Integration of technology into the curriculum; use of hardware in classrooms with appropriate software.	TIF final evaluation, June 07

V. BRACKETT I.S.D. TECHNOLOGY PLAN

(1) TEACHING AND LEARNING

- A) To enhance the ongoing professional development of district staff by integrating technology across the curriculum.
- B) To integrate technology into the learning environment in order to expand students' critical thinking skills, problem-solving skills, and integrate life-long learning.
- C) To actively involve community resources in the electronic learning community.

(2) EDUCATOR PREPARATION AND DEVELOPMENT

- A) To collaborate with appropriate professional development providers in order to support educators with necessary and time-efficient training.

(3) ADMINISTRATION AND SUPPORT SERVICES

- A) To use technology-based data systems when planning for instruction and for school improvement decision-making.

(4) INFRASTRUCTURE FOR TECHNOLOGY

- A) To establish the technical and human infrastructure that creates communication networks and enhances public education stakeholders skills and knowledge.

	ACTIVITIES / STRATEGIES	RESOURCES	PERSON RESPONSIBLE	FORMATIVE EVAL/DATES	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVAL/DATES
(1) A)	The District will: <ul style="list-style-type: none"> o Establish technology proficiencies for educators o Plan staff development activities that increase educators' effectiveness in using technology o Develop strategies that enable teachers to integrate technology into all areas of TEKS implementation 	Local, compensatory and technology expenditures	Director of Technology	Monthly	Increase teacher and student use of technology; provide more technology training opportunities for staff.	Classroom observations; observations of teacher and student demonstrations; monthly with final analysis June 07

(1) B)	<p>The District will:</p> <ul style="list-style-type: none"> o Ensure accessibility by all students to technology-based instruction and to adaptive/assistive devices as appropriate o Increase students' technology proficiencies o Use distance learning and distributed learning for expanded curricular offerings and meeting the needs of all homebound students including students with special needs o Provide access by staff and students to the best available electronic resources in classrooms, libraries, and other appropriate sites. 	Local, compensatory and technology expenditures	Director of Technology	Monthly	Increase computer-to-student ratio based on state's long range technology plan; increase percentage of students using technology; provide laptops for homebound students; provide video conferencing opportunities for additional curricular offerings; provide electronic databases on all networked computers throughout the district; provide students and staff with home use of electronic databases.	Completed purchases of additional computers; observations; log of homebound student usage; increased student offerings; availability of databases Aug 06 through June 07
(1) C)	<p>The District will:</p> <ul style="list-style-type: none"> o Identify and communicate the best technology practices o Provide parents and other community members access to the infrastructure for educational resources o Use distance learning to provide educational services and information about education to parents and other community members 	Local; community ed; electronic resources	Director of Technology	Monthly	BISD Web pages; expanded library hours available for community use.	Updated web pages; schedule of training and sign-in sheets Jun 07 evaluation
(2) A)	<p>The District will:</p> <ul style="list-style-type: none"> o Provide technology funds for professional development 	Local technology funds; state technology funds	Director of Technology	Monthly	Continue use of district technology director to provide on-site training.	Budgeted and encumbered funds June 07
(3) A)	<p>The District will:</p> <ul style="list-style-type: none"> o Integrate technology planning into all classroom, campus, and district plans o Integrate technology into instructional management and administration 	Local technology funds	Director of Technology	Monthly	Assure support for technology needs addressed in campus and district improvement plans.	Written plans; evaluated June 07
(4) A)	<p>The District will:</p> <ul style="list-style-type: none"> o Update computer technology at Brackett Educational Academy o Update technology infrastructure 	TIF grants; E-rate grant; additional grants as become available	Director of Technology	Monthly	Actively pursue grant funding; provide technology for physically challenged employees to assure continued employability; employ technician student coop worker and outside	TIE, TIF, E-rate grant evaluations June 2007

					consultants as available.	
(4) B)	Continue use of RSCCC student accounting and financial software district-wide.	Local	Director of Technology Business Manager	Monthly beginning July 06	Implement training and software use by district central office and by campus personnel	Evaluation of use through Oct 2006; study previous use Nov 2005-Dec 2006; Recommendation by March 2007
(4) C)	Brackett ISD will continue District Technology meetings with representation from campuses, community and students to make hardware, software and training decisions for the district.	Local and State Technology funds	Director of Technology	Feedback from members March 07 June 07	State-of-the-art technology purchases will be made that support the State Long Range Plan for Technology as well as the BISD Technology Plan. The integration of technology will increase with the curriculum as more training and decisions are made.	Evaluation documents from training; campus feedback through prioritization procedure
REFERENCE B.I.S.D. TECHNOLOGY PLAN ADOPTED BY DISTRICT TECHNOLOGY COMMITTEE 2002						

VI. BISD TECHNOLOGY TRAINING

DISTRICT GOAL: To increase technological ability levels of all educators in the district through the use of staff development by integrating technology across the curriculum (Brackett ISD Technology Plan)

DISTRICT GOAL: To increase student achievement with the appropriate technology.

ACTIVITIES / STRATEGIES		RESOURCES	PERSON RESPONSIBLE	FORMATIVE EVAL/DATES	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVAL/DATES
A	Brackett ISD will continue to participate / join Region 20—StarNet—Netvision 20.	\$3 600	Director of Technology	Usage Reports	Teachers will become proficient in basic word processing, database, spreadsheet, multimedia and telecommunications software.	Annual review of Region 20 Usage Reports August 2007
B	Brackett ISD will utilize Technology Staff Development resources for staff through the Distance Learning Lab.	No cost.	Director of Technology	Usage logs Feedback from participants	Increased use of technology resources.	Feedback from participants.
C	Brackett ISD will offer "on-site" scheduled Technology Support for campuses on an "as needed" basis.	Local	Director of Technology	Monthly log sheets	Increased use of technology resources – Help at the point of need	Teacher feedback
D	Brackett ISD will continue staff development for skills tutor.	No cost.	Director of Technology	Lesson plans Classroom observation by Principals	Teachers will correlate lab lessons with TEKS and classroom lessons effectively.	Evaluation Sheets Meetings with teachers
E	Technology training for staff in new technology lab; Gradespeed, Computer Basics, File Management, Print sharing, Basic Internet	Cost of Substitutes	Director of Technology	Monthly	Responsibility to train teachers / use of hardware and software.	TECH Goal; final TIF evaluation report

VII. BISD HIGHLY QUALIFIED TEACHER PLAN : BRACKETT ISD RECRUITMENT AND RETENTION PLAN

DISTRICT GOAL: By the end of the 2006 – 2007 school year, students at BISD will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.

PERFORMANCE MEASURES:

1. 100% of core area teachers will be highly qualified by the end of the school year.
2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.
3. 100% of new hires will meet highly qualified status prior to employment
4. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%.
5. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%.
6. NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.

ACTIVITIES/STRATEGIES	RESOURCES	PERSON RESPONSIBL E	FORMATIVE EVAL/DATES	EXPECTED QUALITY OUTCOMES	SUMMATIVE EVAL/DATES
A. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include posting vacancies in multiple sites/organizations and maintaining an active webpage	Local funds	Superintendent Campus Administrators Human Resources clerk	August 2006 January 2007	Teaching and paraprofessional vacancies will be filled by highly qualified applicants.	May 2007
B. Maintain an effective mentoring system to encourage retention of highly qualified staff.	Local funds	Campus Administrators	July 2006 Jan 2007	HQ staff will choose to continue employment with the district.	May 2007
C. Appoint a district level person as the point of contact who will work directly with teachers, paraprofessionals and administrators on HQ issues	Local funds	Human Resources clerk	July 2006 Oct 2006 Feb 2006	Contact person will maintain current files on all staff and their status.	May 2007
D. The district will consider changing a teacher's assignment within the school to have current teacher meet highly qualified status.	Local funds	Superintendent Campus Administrators	August 2006 Jan 2006 Mar 2006	All teachers will be in assignments where they meet the highly qualified regulations.	May 2007
E. The district will conduct a meeting with each teacher or paraprofessional who is not yet highly qualified to develop an individual action plan.	Local funds	Superintendent Campus Administrators	Sept 2006 Jan 2006 Mar 2006	All teachers will meet the goals set forth in their individual action plan by the end of the 2006-2007 school year.	May 2007

F. The district will provide transportation for prospective paraprofessionals to attend HQ training/certification program at Region 20.	Local funds	Superintendent	January 2007	Prospective applicants will attend "Treasuring our Paraprofessionals" certification training at Region 20 at their own expense Successful participants will receive certification from Region 20 that is filed with TEA.	Jan 2007
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