



Bridge City Independent School District Improvement Plan 2011-2012

October 12, 2011
Date of Committee Approval

October 17, 2011
Date of School Board Meeting

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Bridge City Independent School District -- A progressive, Family/Community-supported educational system, is to provide a comprehensive, well-balanced instructional program in a safe learning environment to ensure the development of caring, responsible, productive graduates capable of contributing in a global society.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Briggs, Richard	BCHS Admin	
Brown, Victoria	ESL	
Butler, Misty	SHAC	
Dixon, Bill	MS teacher	
Elizondo, Rudy	Community	
Frank, Angela	BCI teacher	
Freeman, Jamie	BCI teacher (special ed)	
Gregg, Debbie	BCHS teacher	
Hoffman, Amanda	BCI administrator	
Honeycutt, Kristy	BCISD – Director of Special ed	
Jones, Kevin	BCMS – Admin	
King, Mike	BCISD – Superintendent	
Mannino, Gina	BCISD – Assistant Superintendent	
Martin, Jason	Community/Parent	
Martin, Carrie	BCISD – Director of Technology	

Name	Position Parent, Business, Community, Teacher, etc	Signature
McBee, Mary	BCE teacher	
McBride, Kelly	BCE – Admin	
Meyer, Terry	BCMS – teacher – special ed	
Molley, Tanya	Parent	
Orozco, Tom	Business	
Tomlin, Karen	BCHS teacher	
Walters, Misty	Business	
Westlund, Stephanie	Parent	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee in several ways: DLT committee meetings; DEIC committee meetings (October 12, 2011); Cabinet meetings throughout the year on Mondays; Instructional leadership meetings every other Tuesday of the month; campus surveys conducted by principals at the end of the 2010 school year; a survey sent to staff in October 2011 and again in April 2012

Participants in Attendance	Data Sources Examined
<i>2010-2011 DEIC</i>	<i>AEIS Federal Accountability Data for AYP TAKS Data—disaggregated (i.e. AWARE) District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and /or Student surveys Student attendance data Benchmark testing data Referral percentages for students in Special Education TPRI data Campus parent participation records SAT/ACT/AP/IB data Truancy data Homeless population data collection Teacher retention data FitnessGram Data REEL Walkthrough data LPI results reviewed in May 2011 Survey Monkey results (October 2011 and April 2012)</i>
<i>2010-2011 SBDM from 5 campuses</i>	
<i>Cabinet meetings (monthly prior to board meetings)</i>	
<i>Instructional staff meetings (every other Tuesday)</i>	
<i>District Leadership Team (Teachers from each campus and Superintendent)</i>	
<i>Curriculum Leadership Team (Teachers from each campus and Assistant superintendent)</i>	
<i>Survey Monkey results from parents and staff</i>	

Comprehensive Needs Assessment: Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
Student performance on Reading and Social Studies TAKS	AEIS
Teachers and supportive administrative staff	Teacher and parent input at committee meeting
Special Education program and services	Parent input at committee meeting
Spanish offered as elective at BCE	Teacher and parent input
ESL and Bilingual program	Parent and teacher comments
Areas of Concern	Data Source
Math grade 10	State Accountability (AEIS), AYP
Math scores grades 6,7,8,9,10	State Accountability (AEIS)
Parental involvement: Programs and or communication to assist parents in being effective partners in their child's/children's education	Parental survey/input given at open houses, etc.
Special Ed LRE/Inclusion	Program data, PBMAS, staff input
Special Programs – Dyslexia; ESL/Bilingual; Pre K;	Parent, student achievement; participation in special programs
Reading/ELA at MS	AEIS
Attendance Rate of staff and students	AEIS data for Attendance rate of students (Goal is 97%) Staff attendance rate data from BCISD business office gathered from Absence from Duty forms.
In this plan, the term “student groups” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education (modify as necessary)	

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District: **1.2 Million**

(HS = \$337,964; MS = 138,098; BCI = 191,320; BCE= 587,351) ***Example of SCE obj.(s):***

*Goal 1, Obj.1 (pg 13) *Goal 2, Obj.1 (pg 14) *Goal 4, Obj.1 (pg 18) *Goal 5, Obj.1 (pg 19)

Total FTEs funded through SCE at this District: **24**

The process we use to identify students at risk is:

BCISD uses the 13 SCE criteria listed in this plan to identify students who may be At Risk.

The process we use to exit students from the SCE program who no longer qualify is:

Twice a year the campus At Risk Coordinator reviews student records using the At Risk Criteria and removes and adds students to the At Risk list as needed.

*Optional for Title I Schoolwide schools:
At all campuses State Compensatory Funds are used to support Title I initiatives.*

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3-11**

Data tables do not provide this information. AEIS will be released in November, 2011.

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Students At-Risk	83	80		96	91		95	94		85	85		96	94	
Students Not At-Risk	85	93		96	97		95	98		87	93		97	97	

	Drop Out Data		Completion Data	
	2008	2009	2008	2009
Students At-Risk	.7	.0	77.8	92.6
Students Not At-Risk	.3	.0	89.03	91.7

The comprehensive, intensive, accelerated instruction program at this district/campus consists of tutorials both during the school day and after for students at-risk, the use of Class Size Reduction funds at BCE and BCI, and High School Allotment funds to employ teachers at HS for an additional math teacher and Spanish teacher as well as ½ day secondary math coordinator. The reduction of class size at all levels to reduce class sizes and increase student success. The purchase and implementation of AWARE, Voyager, Renaissance Math, Aims Web, Study Island and Odyssey ware programs are used to serve students at Tier II and III as well as serve as dropout prevention.

Upon evaluation of the effectiveness of this program the committee finds that...

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Components of a Schoolwide Title I program:

In general a schoolwide program shall include the following components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 111(b) (1)
2. Schoolwide reform strategies that –
 - (i) provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement described in section 1111 (b) (1) (D)
 - (ii) use of effective methods and instructional strategies that are based on scientifically based research that
 - (A) strengthen the core academic program in the school
 - (B) increase the amount and quality of learning time, such as providing an extended school year and before and after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (C) include strategies for meeting the educational needs of historically underserved populations
 - (iii) include strategies to address the needs of all children in the school, but particularly the needs of low – achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (Counseling, pupil services and mentoring services, college and career awareness and preparation, such as college and career guidance, personal finance education, and innovation teaching methods, which may include applied learning and team-teaching strategies; and the integration of vocational and technical education programs; and address how the school will determine if such needs have met; and are consistent with, and are designed to implement, the state and local improvement plans if any
3. Instruction by highly qualified teachers
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high quality qualified teachers to high need schools
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start , Early Reading First, or a State – run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111 (b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
<i>Title 1, Part A</i>
<i>Title 1, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Carl Perkins</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Fitness Gram</i>
<i>Bilingual/ESL Program</i>

District Goal 1: Leadership – Academic Goal: Continue to work with all stakeholders to show an overall increase in TAKS (10th – 12th), STAAR (3rd – 8th), and EOC (9th) scores across all subject areas with an emphasis on math and science. BCISD will have an “Exemplary” rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB). **TEA has not released passing standards for STAAR and EOC. This affects goal setting.**

Objective 1: The percentage of students in each student group tested will achieve *Satisfactory Academic Performance at or above* the state average in each subject area tested. BCISD will meet AYP in every area measured.

Evidence of Attainment: Required % Commended (Recognized > or = 15% commended; Exemplary > or = 25% commended) will be obtained and aggregate TAKS scores will improve in any areas that are not Exemplary.

Summative Evaluation: The percentage of students in each student group tested will achieve *Satisfactory Academic Performance at or above* the state average in each subject area tested; meet ARD expectations, and the Campus/District will meet AYP.

Data Table	All students			H			W			ED			LEP			Spec Ed			Male			Female		
	R	M	Sc	R	M	Sc	R	M	Sc	R	M	Sc	R	M	Sc	R	M	Sc	R	M	Sc	R	M	Sc
% MS 2009-10	95	89	88	94	89	84	95	89	89	93	87	88	74	83	50	79	67	57	93	90	91	96	89	86
% MS 2010-11																								

- Remaining data will be reported when AEIS is released in November

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2,9	Core subject teachers Principal	Every 3 weeks	SCE Local	Sign in sheets RTI documentation	Improved six weeks grades Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas utilizing the 5E Model of Instruction. (example: MS study Hall)	2,9	Core subject teachers Principal	Every 3 weeks	Local Title	RTI documentation Title I attendance rolls	Improved performance on concept specific TAKS aligned assessment Student success as evidenced by walkthrough documentation.

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide full day Pre K (5 teachers and 3 paraprofessionals). There are 2 teachers who share the Bilingual teachers and 2 teachers who share the inclusion students.	7	Pre K tchrs Principal Mannino	3 times a year students will be assessed	Local	Attendance rolls Istation testing	Beginning of Year Istation assessment in 2012-2013 data will show that these PK students are at or above the % of the non PK students.
Use of AWARE, Istation, Study Island, Renaissance Math to gather and discuss student performance and plan instruction.	8	Teachers Principals Mannino Martin	AWARE data entry dates: October 7, 2011 November 18, 2011 January 20, 2012 March 2, 2012 May 24, 2012	Local 211 HS Allotment	Department and grade level chair meetings Data entered in AWARE	Minutes of staff, grade level and or department meeting indicate that this information is used to make decisions.
BCISD administrators will conduct multiple 10 minute walk throughs a week.	2	King Mannino Principals	Ongoing	Time	Walk through documentation will be submitted to campus principals	Increase in student authentic student engagement Increase in <i>high rigor</i> rate (60%)
Implement CSCOPE <ul style="list-style-type: none"> ➤ K-12 staff will be required to print and use the Instructional Focus Documents (IFD) to plan instruction. (These documents have changed from 10-11 in most subjects.) ➤ K-12 staff will administer ONE CSCOPE assessment per 6 weeks. <p>K- 2 staff will focus on Math and Science (Campus decision) 3rd staff will focus on Math</p>	2,8	Mannino Principals Department chairs Grade level Teachers	1 a six weeks As indicated by IFD	Title I Local	Faculty mtg and grade level/department meetings	Improved state assessment scores

and Rdg (Campus decision) 4 th and 5 th staff will focus on their core subject area (Campus decision) 6-12 English and Social Studies will be required administer ONE CSCOPE assessment in a six week period. 6-12 English and Social Studies will be required to enter data in AWARE 6-12 Math and Science will administer ONE CSCOPE Assessment a six weeks.						
Implement ESL/Bilingual program description and plan	2,9	Mannino Principals ESL teachers Region 5	Ongoing	Local Coop with Region 5		2 district meetings with ESL staff a year
Disaggregate benchmark data (CSCOPE and TAKS)	8	Teachers Campus Principals Mannino	On going	CSCOPE STAAR Benchmarks		Improved six weeks grades Reduced failure rate
Provide After School TAKS Academies at BCI and BCMS	9	Principals Teachers	Spring prior to STAAR	SCE Local	Sign in Letters to parents Schedules	Improved TAKS scores
Use objective criteria to identify students in the greatest danger of falling below state standards.	2,9	Teachers Principals	Each 6 weeks	Ren math, ISTATION, AWARE, etc.	Faculty meeting and or other meeting agendas	At risk % MS will increase
Schedule 1 vertical team meeting in the 4 core areas (CLT)	2	Principals Mannino Teacher	January May	Sub cost Title I	CLT meeting and or communication to plan	Agenda and sign in from meeting
Increase fluency rate and comprehension rate in grades K – 2.	2,7	Mannino Principals Teachers	3 times a year	ISTATION Fluency Probes	Midyear report	Istation results will show an increase in fluency and comprehension development (K-2)

Activity/Strategy	*Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
All students and all sub groups will meet standard for AYP.	10	Mannino Principals Honeycutt	Monitor Each 6 wks	Benchmarks AWARE	January 20, 2012 AWARE data check	AYP rates
Staff development opportunities to increase awareness and understanding of students at risk for failure.	4	King Mannino Principals Honeycutt	Ongoing	Title I 255 Local Special Ed		Staff development records Walk throughs will demonstrate use of effective strategies
Increase staff attendance % (Decrease sub costs)		King Overstreet Principals Teachers	Ongoing	Local	6 week incentive	Decrease in local funds spent for staff absences or personal days.
Develop BCISD goals as part of the definition of the Cardinal Way.		King Mannino Principals Committee(s)	Fall 2011	Local	Goals will be written and disseminated to campuses.	Clear and defined direction for success

District Goal 1: Leadership – Academic Goal: Continue to work with all stakeholders to show an overall increase in TAKS (10th – 12th), STAAR (3rd – 8th), and EOC (9th) scores across all subject areas with an emphasis on math and science. BCISD will have an “Exemplary” rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

Objective 2: In BCISD 100% of core academic classes will be taught by **highly qualified teachers** and 100% of paraprofessionals with instructional duties will meet NCLB requirements (100% of HQ staff will be maintained). The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.

Summative Evaluation: Student success on STAAR specific to targeted areas of staff development. Staff development topics: CSCOPE, RTI, textbook, instructional strategies that increase student engagement and rigor.

Data 2011-2012	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100	100	100

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide a yearly stipend of \$1500 to Bilingual teachers who are recruited and remain in the district more than two years.	3, 5	Principal, Human Resources Dept.	Yearly	Local 255	Stipend on PAF	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. (Specifically- Bilingual)	3	Principal, Human Resources Dept.	Beginning of each semester	Local 255	Class lists	Low income and minority students are taught by HQ teachers

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide a onetime longevity payment to staff that has been in the district for more than one year.	5	King Overstreet	12/ 2010	Local funds	Board report	100% core academic classes taught by HQ teachers, 100% paraprofessiona l meet NCLB requirements
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals (<i>Be better than the competition.</i>)	3,4	Principals Mannino	Ongoing	Local 211 255	Beginning of the Year; Early Dismissal Days provide 2-2.5 hours of staff development 5 times a year.	Staff development calendar
Implement staffing guidelines as recommended by outside consultant.	4	King Overstreet Mannino Principals	Ongoing	Staffing guidelines		100% core academic classes taught by HQ teachers, 100% paraprofessiona l with instructional duties will meet NCLB requirements
Provide free lunch to all staff members	5	King Overstreet Joubert	Ongoing	Local		Cafeteria satisfaction survey (October 2010)

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ongoing support and training for teachers who have been in the district/profession between 1 and 5 years.	4,5,8	Mannino Principals Mentor and department chairs	4 scheduled meetings	255	Sign in sheet at meetings	Teacher retention
Provide opportunities for special program teachers (GT, ESL, Special Ed) to attend staff development in order to meet requirements and provide differentiated instruction to students.	4,9	Principal, Mannino	Ongoing	Local 211 255		Travel requests Walk throughs will demonstrate that strategies are implemented.
Provide mentoring/tutoring for Secondary Math teachers	3,4	King Briggs Parish Jones Mannino	Ongoing	Local	Update memos from Parish	Increased Math scores in STAAR, TAKS, and EOC.

District Goal 1: Leadership – Academic Goal: Continue to work with all stakeholders to show an overall increase in TAKS (10th – 12th), STAAR (3rd – 8th), and EOC (9th) scores across all subject areas with an emphasis on math and science. BCISD will have an “Exemplary” rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB). **All students in BCISD will graduate from high school.**

Objective 3: By May 2012, a dropout rate of less than 1% for all students and all student groups will be maintained, achieve a completion rate of at least 95%, and **attendance rate of 97%.**

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 95%.

Data	All Students	H	W	AA	ED	LEP	Spec.Ed.	Male	Female
2009-10 Drop out	0	0	0	0	0	0	0	0	0
2010-11 Drop Out									

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	2,9	Principal Designated teachers	End of each semester	Title I SCE Software	Sign in lists Progress checks	Successful completion of course work to recover credits
Provide tutorial times for students who are at risk of failure in core subject areas	2	Teachers Principals	Each six weeks	Title I SCE	Student sign in sheets	Reduction of failure rate
Students will have an attendance rate of 97%	2	Principals Teachers Navarro	Each six weeks	Blackboard Other forms of parent communication	6 week attendance rate check	Attendance rate of 97%
Ensure that all campuses have a coordinated Health program		Principals Nurses Mannino PE teachers SHAC	Ongoing	CATCH	CATCH lessons taught	Campus plans SHAC agendas Lesson plans or campus calendars that indicate CATCH instruction

District Goal 2: Leadership- Curriculum: Continue to investigate the feasibility of expanding and enhancing the current Career and Technology offerings of BCISD. Lamar State College Orange and other entities, including Texas Virtual Schools Network (TxVSN), will be approached regarding partnering to deliver instructional services to the students of BCISD. Focus on career and tech programs that offer certifications and reflect current student/parent interest and local employability.

Objective 1: Increase in the number of students enrolled in on line courses; career tech courses.

Summative Evaluation:

Number of students enrolled in Career and Tech offerings in 2009-2010= 254

Number of students enrolled in Career and Tech offerings in 2010-2011= 252

Number of students enrolled in TxVSN courses in 2009-2010 = 0

Number of students enrolled in TxVSN courses in 2010-2011= 80

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Campus and district staff enrolled in TxVSN		Mannino HS Counselors HS Principal	September 2011	Time	Enrollment confirmation
TxVSN information communicated through webpage and student handbook		Mannino HS	Sept. 2011		Web page handbook
Increase number of CTE courses that offer certification		Mannino HS Counselor	Ongoing		Comparison of enrollment
Participate in Texas Online College and Career Pilot Program		Martin HS	Fall 2011 Ongoing		Confirmation of enrollment in program

District Goal 4: BCISD will continue to provide open communication with Parents and Community including the media in order for all to be partners in the education of students. All students in BCISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2012 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 1 % as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

	2007-08	2008-09	2009-2010	2010-2011
Student Enrollment	2489	2352	2651	
Total number of discipline infractions entered in PEIMS	1338	652	803	
Total number of incidents involving violence, tobacco, alcohol, or other drugs	43	20	15	

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.	10	Principal Counselor	First grading period Monitor: End of each grading period	TABC Local Law Enforcement Regional agencies	Campus activity memos will indicate content was discussed	Reduction in PEIMS and discipline referrals
Ensure that discipline management and character education programs are effective.	2	Principals Counselors	Monitor end of each semester	Title I funds Local funds		Reduction in DAEP placements and repeat offenses
Enforce policy addressing sexual abuse and maltreatment of children		Principals Counselors	Ongoing	HB1041 Information Booklets		Booklets disseminated

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ensure that BCE, BCI, BCMS and BCHS have goals and objectives for a coordinated health program		Principals Nurses PE teachers SHAC	Ongoing	Health Rocks		Campus plans SHAC agendas
Three (3) HS students will participate in YLSET.		Briggs Royal Mannino	11-12	YLSET Mentors from LSET		Service Projects and Mentor logs
Provide staff development on Bullying and Bully prevention	10	Mannino Principals	August, 2011 and at Cardinal Conference	Training presented by team of MS/HS staff	Staff Development Calendar	Increased awareness of bullying prevention techniques
John Halligan, guest speaker for MS and HS students. Topic Cyberbullying.	10	Martin Mannino Briggs Jones	August 29, 2011	Title I Local	Assembly held	Lessons implemented by teachers
John Halligan, guest speaker for BCISD parents and community. Topic Cyberbullying.	10	Martin	August 29, 2011	Title I Local	Assembly held	Sign in sheets Information disseminated

District Goal 4: Parents and Community will be partners in the education of students in BCISD.

Objective 2: By May 2012, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 75% of students' parents/family members participated in partnership in education opportunities.

Objective 2: Continue the practice of open communication between the school, the community, and the media.

Summative Evaluation:

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.		Parents receive reports of assessment results
Provide and advertise a "Parent Resources" link where educational and parenting information can be accessed.	6, 10	Martin Mannino Counselor Principal	Monitor usage each 6 six weeks	Title 1 State and local funds Parent Liaison Web based resources Community agencies		Documentation of usage through "hits" and or survey results
District goals communicated to all employees and stake holders.	1	King Mannino Principals	Ongoing			Convocation Memos Faculty meetings
Schedule monthly visits for the superintendent to meet with each campus,		King	Monthly			Schedule of visits
Membership, attendance and participation in community organizations		King Mannino Principals	Ongoing	Local	Membership and attendance at Rotary, Chamber events, United Way	Membership dues paid
Develop BCISD goals as part of the definition of the Cardinal Way.		King Mannino Principals Committee(s)	Fall 2011	Local	Goals will be written and disseminated to campuses.	Clear and defined direction for success

Goal:

Objective:

Summative Evaluation:

Data 2009-2010	All Students	H	W	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact