



**Bridge City Independent School District**  
**Improvement Plan**  
**EVALUATION (In Red)**

**2010-11**

October 12, 2010

Date of DEIC Committee Approval

November 15, 2010

Date of School Board Meeting

October 12, 2011

Date of DEIC Committee Approval

October 17, 2011

Date of School Board Meeting (Eval)

## 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
Dionne, Angela	Parent	
Landrum, Cindy	Parent	
Smith, Phillip		
Yeaman, Taylor		
Smith, Connie	Business	
Guest, Ronald		
Martin, Carrie	District Non Instructional	
Meyer, Terry		
Brown, Victoria	ESL	
Honeycutt, Kristy	District Non Instructional Special Ed	
Butler, Misty	SHAC	
Gothia, Glynis	Teacher	
McBee, Mary	Teacher	
Martinez, Jennifer	Teacher	
McBride, Kelly	Principal, BCE	
Hill, Joanne	Teacher	
Landry, Dawanna	Teacher	
Freeman, Jamie	Teacher	
Frank, Angela	Teacher	
Hoffman, Amanda	Assistant Principal, BCI	
Dixon, Bill	Teacher	
Jones, Kevin	Principal	
Gregg, Debbie	Teacher	
Tomlin, Karen	Teacher	
Briggs, Richard	Principal, BCHS	
Mannino, Gina	Assistant Superintendent	
Harrison, Jamey	Superintendent	

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee in several ways: DLT committee; DEIC committee (April 19, 2010 and October 12, 2010) ; on line survey; Instructional Leadership; etc.**

Participants in Attendance	Data Sources Examined
2009-2010 DEIC Committee	<div style="border: 1px solid black; padding: 10px;"> <p><i>AEIS</i>  <i>Federal Accountability Data for AYP</i>  <i>TAKS Data—disaggregated</i>  <i>District PEIMS reports</i>  <i>PBMAS reports</i>  <i>Dropout and School Leaver data</i>  <i>District retention data</i>  <i>District discipline referral data</i>  <i>Parent, Community, Teacher, and /or Student surveys</i>  <i>Student attendance data</i>  <i>Benchmark testing data</i>  <i>Referral percentages for students in Special Education</i>  <i>TPRI data</i>  <i>Campus parent participation records</i>  <i>SAT/ACT/AP data</i>  <i>Truancy data</i>  <i>Homeless population analysis</i>  <i>Teacher retention data</i>  <i>FitnessGram Data</i>  <i>REEL walkthrough data</i>  <i>LPI data</i>  <i>Other</i></p> </div>
2009-2010 Campus SBDM Committee	
Cabinet Level Administrators	
Campus Level Instructional Leaders	
District Leadership Team ( teachers from each campus and the Superintendent)	
Survey Monkey ( Online)	

## **Comprehensive Needs Assessment: Summary of Findings**

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<b>At Risk students</b>	<b>State Accountability (AEIS)</b>
<b>Math scores at all grade levels (specific focus Hispanic students)</b>	<b>State Accountability (AEIS and AYP)</b>
<b>MS Science (specific focus Economically Disadvantaged)</b>	<b>State Accountability (AEIS)</b>
<b>Completion Rate</b>	<b>State Accountability (AEIS)</b>
<b>Parental Involvement: Programs and communication to assist parents in being effective partners in their children’s education</b>	<b>Parent, community, and student surveys</b>
<b>Special Programs – Special Ed; Dyslexia; ESL; GT; Career and Technology</b>	<b>Parent, community, and student surveys; student achievement; participation in special programs; PBMAS</b>
<b>Increase Commended Performance on TAKS</b>	<b>State Accountability (AEIS)</b>
<b>Implementation of Response to Intervention</b>	<b>Staff input (survey; conversation at meetings)</b>

**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: **1.4 million**

(HS= \$355,362; MS = \$152,058; BCI= \$197,719; Sims = \$689,017; Hatton= \$78,908)

\*Goal 1, Obj.1 (pg 12) \*Goal 1, Obj.1(pg 13) \*Goal 1, Obj.1(pg 14) \*Goal 4, Obj.1 (pg 19)

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**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Students At-Risk	68	83	80	91	96	91	95	95	94	70	85	85	94	96	94
Students Not At-Risk	86	85	93	96	96	97	97	95	98	86	87	93	97	97	99

	Drop Out Data		Completion Data	
	2008	2009	2008	2009
Students At-Risk	.7	.0	77.8	92.6
All students	.3	.0	89.03	91.7

**\*Data tables do not provide this data. AEIS will be released in November.**

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, ARI/AMI funds, and High School Allotment funds to employee teachers at all levels to reduce class sizes and increase student success, and the purchase and implementation of AWARE, Voyager, Renaissance Math, Aims Web, Study Island and Odyssey ware programs to serve students at Tier II and III as well as serve as drop out prevention.

Upon evaluation of the effectiveness of this program the committee finds that...BCISD continues to show gains in test results of At – Risk students.

## 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;

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A</i>
<i>Carl Perkins</i>
<i>ARRA Stimulus Funds (Title I Part A and Special Ed)</i>
<b>State Programs/Funding Source</b>
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
<i>SSIG Grant</i>

**District Goal 1: Leadership- Academic Goal:** Continue to work with all stakeholders to show an overall increase in TAKS 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 1:** By May 2011, 90% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. 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:** 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

- BCISD did meet AYP in all areas *except HS Math*.
- % of Special Ed students by grade level who met ARD expectations on TAKS 2010- 2011:

Grade level/Subject	%	Grade Level/Subject	%	Grade Level/Subject	%	Grade Level/Subject	%
3 <sup>rd</sup> Reading	100	4 <sup>th</sup> Reading	92	5 <sup>th</sup> reading	95	6 <sup>th</sup> Reading	75
3 <sup>rd</sup> Math	84.6	4 <sup>th</sup> Math	92	5 <sup>th</sup> Math	100	6 <sup>th</sup> Math	69
		4 <sup>th</sup> Writing	92	5 <sup>th</sup> Science	100		
7 <sup>th</sup> Reading	100	8 <sup>th</sup> Reading	71	9 <sup>th</sup> Reading	68	10 <sup>th</sup> ELA	100
7 <sup>th</sup> Math	83	8 <sup>th</sup> Math	57	9 <sup>th</sup> Math	63	10 <sup>th</sup> Math	62
7 <sup>th</sup> Writing	92	8 <sup>th</sup> Science	50			10 <sup>th</sup> Science	71
		8 <sup>th</sup> Social Studies	71			10 <sup>th</sup> Social St	81

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 2008-09	96	85	87	88	79	74	97	86	89	96	86	87	69	64	17	90	79	79	95	86	90	98	84	85
% 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	94	89	90	91	81	89	95	90	91	93	86	88												

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



<p>focus on their core subject area (Campus decision)</p> <ul style="list-style-type: none"> <li>• <b>6-12</b> English and Social Studies will be required administer ONE CSCOPE assessment in a six week period.</li> <li>• <b>6-12</b> Math and Science will be required to administer <b>all</b> CSCOPE Assessments</li> </ul>					
Refine/implement BCISD Response to Intervention process	2,3	Mannino Principals Lead teachers Honeycutt	Check In January	Stimulus funds State Comp ED	Survey of teachers on implementation/fidelity <b>Did not collect this data</b>
<p>REEL Process</p> <ul style="list-style-type: none"> <li>• Conduct 20-25 walks at MS and HS per week</li> <li>• Use data for instructional conversations and decisions</li> </ul>	2	Harrison Mannino Principals Department chairs	Ongoing	HEDA Title I	<ul style="list-style-type: none"> <li>• Increase in student authentic student engagement 09-10 = <b>40%</b> in 6<sup>th</sup> – 12<sup>th</sup> Authentic (REEL) 10-11 = <b>30%</b> Authentic in 6<sup>th</sup> - 12<sup>th</sup> (REEL) <b>Decreased</b></li> <li>• Increase in <i>high</i> rigor rate (60%) <b>Did not meet 60%</b> Did increase from 38% in 09-10 to 43% in 10-11</li> </ul>
Ensure that all Pre K teachers receive and implement Circle E training	7	Mannino McBride Region 5	May 2011	Pre K funds Title Stimulus Local	<ul style="list-style-type: none"> <li>• Fall TPRI scores for students who attend Pre K will be equal to or greater than non Pre K students. <b>Students who attended PK at BCISD scored 69% on screener. Students who did not attend PK in BCISD scored 49% on screener.</b></li> </ul>

Evaluate the program and services for our GT students		Mannino Principal GT Teachers CLT	1/2011 5/2011	Local	<ul style="list-style-type: none"> <li>Begin the revision of GT plan <b>Revised and implemented revisions</b></li> <li>1% increase in commended performance on TAKS</li> </ul> <table border="1"> <tr> <td>09-10</td> <td>10-11</td> </tr> <tr> <td><b>Reading</b> All =36% ED = 29%</td> <td><b>Reading</b> All = 38% (+) ED = 32% (+)</td> </tr> <tr> <td><b>Math</b> All = 27% Ed = 24%</td> <td><b>Math</b> All = 28% (+) Ed = 24% (=)</td> </tr> </table>	09-10	10-11	<b>Reading</b> All =36% ED = 29%	<b>Reading</b> All = 38% (+) ED = 32% (+)	<b>Math</b> All = 27% Ed = 24%	<b>Math</b> All = 28% (+) Ed = 24% (=)														
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Implement ESL/Bi lingual program description and plan	2,9	Mannino Principals ESL Teachers Region 5	Ongoing	Local Coop with Region 5	<ul style="list-style-type: none"> <li>2 in district meetings a year</li> <li>Vertical alignment of processes</li> </ul>																				
Disaggregate benchmark data (CCSOPE and TAKS)	8	Teachers Campus Principals Mannino	1 a six weeks after each TAKS Release	CSCOPE assessments TAKS Benchmarks	<p>Improved six weeks grades Reduced failure rate</p> <table border="1"> <tr> <td>09-10</td> <td>10-11</td> </tr> <tr> <td>K = 3.9%</td> <td></td> </tr> <tr> <td>1= 7.2% (Trans)</td> <td></td> </tr> <tr> <td>2=5.1%</td> <td></td> </tr> <tr> <td>3= 3.5% (SSI)</td> <td></td> </tr> <tr> <td>4= .6%</td> <td></td> </tr> <tr> <td>5=2.0% (SSI)</td> <td></td> </tr> <tr> <td>6= .0%</td> <td></td> </tr> <tr> <td>7= .5%</td> <td></td> </tr> <tr> <td>8= 1.3% (SSI)</td> <td></td> </tr> </table>	09-10	10-11	K = 3.9%		1= 7.2% (Trans)		2=5.1%		3= 3.5% (SSI)		4= .6%		5=2.0% (SSI)		6= .0%		7= .5%		8= 1.3% (SSI)	
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Provide After School TAKS Academies at BCI and BCMS	9	Principals Teachers	3 weeks prior to TAKS test	SCE HEDA	Improved TAKS scores Attendance rosters																				
Use objective criteria to identify students in the greatest danger of falling below state standards.	2,9	Teachers Principals	Each 6 weeks	Voyager, TPRI, Ren Math, TAP, AWARE, Aimsweb, WebCCat Study Island Odyssey ware	<p>At risk % MS will increase</p> <table border="1"> <tr> <td>09-10</td> <td>10-11</td> </tr> <tr> <td>Reading = 93%</td> <td>November AEIS</td> </tr> <tr> <td>Math = 74%</td> <td></td> </tr> </table>	09-10	10-11	Reading = 93%	November AEIS	Math = 74%															
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Schedule two vertical team meetings in the 4 core areas (CLT)	2	Principals Mannino	January May	Sub cost from Stimulus funds	Sign in Agenda
Increase fluency rate and comprehension rate in grades K – 2.	2,7	Mannino Principals Teachers	3 times a year	TPRI Fluency Probes	TPRI results will show an increase in fluency and comprehension development <b>Fluency and Comprehension increased from BOY to EOY in K-2.</b> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> grade fluency Boy – 7% EOY – 40% could read at 60 wpm</li> <li>• 2<sup>nd</sup> grade comprehension BOY 71% to 87% at EOY.</li> </ul>
All students and all sub groups will meet standard for AYP.	10	Mannino Principals Honeycutt	Monitor bench- mark tests Each 6 wks	Benchmarks Attendance rates	AYP rates <b>Preliminary results:</b> BCISD – Meets AYP BCHS- Missed AYP – Math performance BCMS- Meets AYP BCI – Meets AYP Sims and Hatton – Meets AYP
Staff development opportunities to increase awareness and understanding of students at risk for failure.	4	Harrison Mannino Principals	Ongoing Fall	Stimulus Title I IDEA REEL	Staff development records Sign in Walk throughs will demonstrate use of effective strategies learned

**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 2010	Time	Enrollment confirmation
TxVSN information communicated through webpage and student handbook		Mannino HS	Sept. 2010		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 2010 Ongoing		Confirmation of enrollment in program

**Goal 2:** In BCISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

**Objective 1:** 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. 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 TAKS specific to targeted areas of staff development. (TAKS specific areas were Math and Science ALL students and ED. See page 12 Staff development topics: CSCOE, RTI, textbook, instructional strategies that increase student engagement and rigor. (MS and HS walkthroughs show an increase in rigor.)

AEIS School year data (2 years behind)	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
Data 2008-2009/2009-2010	100/93.44	100/93.44	100/100
Data 2009-2010/2010-2011	93.44/95.5	93.44/95.5	100/100

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide a one time longevity payment to staff who has been in the district for more than one year.	5	Principal, Human Resources Dept.	December, 2009	Local Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements <b>.5 FTE was not HQ</b>
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.	3	Principal, Human Resources Dept.	Beginning of each semester	Local Funds State Funds	Low income and minority students are taught by HQ teachers

Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals ( <i>Be better than the competition.</i> )	3,4	Principal, Staff Development Dept.	Beginning of the year; Early Dismissal Days provide 2-2.5 hours of staff develop.	Local Funds State Funds Title I Funds Title II Funds	Sign in sheets
Implement staffing guidelines as recommended by outside consultant.	4	Harrison Chenella Overstreet Principals Mannino	Ongoing	Staffing guidelines	Guidelines implemented and followed
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	3,4	Principal, Human Resources Dept.	Beginning and end of each semester	Local Funds Title I Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional with instructional duties will meet NCLB requirements <b>.5 FTE was not HQ</b>
Provide free lunch to all staff members	5	Harrison Joubert Overstreet	Ongoing	Local funds	Cafeteria satisfaction survey (September 2009) <ul style="list-style-type: none"> <li><b>BCHS staff survey indicated they would like the food to improve.</b></li> <li><b>BCE = Loved homestyle days (king ranch) and the rolls</b></li> </ul>
On going support and training for teachers who have been in the district/profession between 1 and 5 years.	4,5,8	Mannino Campus Principals Mentor teachers Department chair	4 scheduled meetings	Fund – 255	Sign in sheets Staff retention rate

Provide staff development for the implementation: <ul style="list-style-type: none"> <li>New Science TEKS</li> <li>ELA Textbooks</li> <li>CSCOPE</li> </ul>	4	Mannino Principals	Ongoing Summer conferences	Stimulus funds Title I	Travel requests Sign in sheets <b>(on file in C&amp;I office and at campus level)</b>														
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	Mannino Principals	Ongoing	Stimulus funds	Travel requests Walk throughs will demonstrate that strategies are implemented.														
Provide mentoring/tutoring for Secondary Math teachers	3,4	Harrison Briggs Parish Jones Mannino	2009-2010	Local Funds	Increased math TAKS scores (All student category) <table border="1"> <thead> <tr> <th>09-10 (AEIS)</th> <th>10-11 (Prelim data)</th> </tr> </thead> <tbody> <tr> <td>6<sup>th</sup> = 93%</td> <td>87%</td> </tr> <tr> <td>7<sup>th</sup> = 85%</td> <td>92 %</td> </tr> <tr> <td>8<sup>th</sup> =86%</td> <td>89 %</td> </tr> <tr> <td>9<sup>th</sup> =79%</td> <td>78 %</td> </tr> <tr> <td>10<sup>th</sup> =82%</td> <td>68 %</td> </tr> <tr> <td>11<sup>th</sup> = 91%</td> <td>96 %</td> </tr> </tbody> </table>	09-10 (AEIS)	10-11 (Prelim data)	6 <sup>th</sup> = 93%	87%	7 <sup>th</sup> = 85%	92 %	8 <sup>th</sup> =86%	89 %	9 <sup>th</sup> =79%	78 %	10 <sup>th</sup> =82%	68 %	11 <sup>th</sup> = 91%	96 %
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**Goal 3:** All students in BCISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** By May 2011 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	2485	2352	2651	2601
Total number of discipline infractions entered in PEIMS	1338	652	803	880
Total number of incidents involving violence, tobacco, alcohol, or other drugs	43	20	15	20

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Conduct assembly/staff development 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	Reduction in PEIMS and discipline referrals
Ensure that discipline management and character education programs are effective.	2	BCHS and BCMS Principals Counselors	Monitor end of each semester	Title I funds REEL/CBISS training	Reduction in DAEP placements and repeat offenses
Implement policy addressing sexual abuse of children		Harrison Mannino Principals Counselors	January 2010	HB 1041 Information Booklets	Policy adopted Booklets disseminated

Ensure that Hatton, Sims, 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 (on file in C&I office)
Provide SMART technology in all classrooms and provide training for teachers	4	Harrison Martin Teachers	Ongoing	SMART	Walk throughs
Use REEL walk through system to evaluate the level of student engagement	4	MS/HS REEL observers	Ongoing	REEL Time	Data from REEL <b>1334 walkthroughs at MS and HS showed 66% of time and 66% of students were compliant. 30% were authentically engaged.</b>
Seventh and Eighth grade students will participate in <b>Do the Write Thing.</b>		Jones Mannino	Sept. 1- Nov. 30	<i>Do the Write Thing curriculum</i> <a href="http://www.dtwtx.org">www.dtwtx.org</a>	Entries submitted <b>Evaluation: Task completed</b>
Three (3) HS students will participate in YLSET.		Briggs Royal Mannino	2010-2011	YLSET – Mentors from LSET	Service Projects and Mentor logs Students participated in and were featured in video promotion of LSET

**Goal 4:** Continue to work with all stakeholders to maintain high academic performance across all subject areas ensuring that all students in BCISD will graduate from high school.

**Evidence of attainment:** Aggregate TAKS scores will be maintained within 1% of 2008-2009 results and completion rate will be 95%.

**Objective:** By May 2011, a drop-out rate of less than 1% will be maintained for all students in all subgroups, and a completion rate of at least 95% will be achieved.

**Summative Evaluation:** Drop-out rate is less than 1%.

Data	All Students	H	W	AA	ED	LEP	Spec.Ed.	Male	Female
2008-09 Drop out	.0	0	.0	0	.0	0	0	0	.0
2009-10 Drop out	0	0	0	0	0	0	0	0	0

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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 Computer programs	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 HEDA	Reduction of failures
Students will have an attendance rate of 97%	2	Principals Teachers Navarro	Each 6 weeks	Blackboard connect Other forms of parent communication	Attendance rate 2010-2011 = 96.0%
HS Counselors office use resources from TEA to verify cohort group lever codes.		HS counselor HS registrar HS principal Mannino	March 2011		Memo of findings from HS principal Memo not received

**District Goal 5:** 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.

**Objective 1:** By May 2011, 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).

**Objective 2:** Promote BCISD through a variety of methods.

**Summative Evaluation:** BCISD continued to use a variety of methods (newsletters, website, billboards, Blackboard connect, conferences, open houses) to communicate with our community. **BCISD did not gather data through surveys of community satisfaction as we had planned.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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 <b>(Reports sent with cover letter.)</b>
Provide and advertise a "Parent Center" on BCISD web page where educational and parenting information can be accessed.	6, 10	Counselor Principal Technology Director	Monitor usage each 6 six weeks	Title 1 State and local funds PTA funds Parent Liaison Web based resources Community agencies	Documentation of usage <b>Did not track usage</b>
Schedule monthly visits for the superintendent to meet with each campus,		Harrison	Monthly	Snacks	Schedule of visits <b>(Spring visits canceled/rescheduled)</b>
District goals communicated to all employees and stake holders.	1	Harrison Mannino Principals	Ongoing	Convocation Superintendent campus visits Web page Newsletters Media Faculty meetings	Staff survey <b>Did not complete a survey.</b> Agendas <b>District and campus goals were topics on agendas held at Campus level</b>

Each campus will have a media liaison responsible for getting campus news to district contact.		Principal Harrison	Ongoing	Stipend	Increased media coverage
Practice “Aggressive Friendliness” when dealing with parents and stakeholders	6	Principal Teachers Clerks Mannino Harrison Attendance	Ongoing	<i>Inside Disney</i> book study Customer service training Blackboard connect Web page	Survey results <b>Did not complete a survey</b>