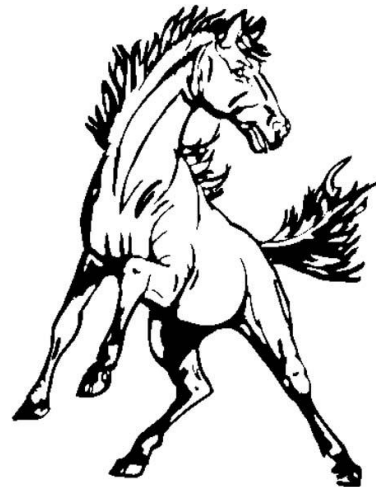


Bovina Independent School District Improvement Plan 2014-2016



June 9, 2014
Date of School Board Approval

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 superintendent of each school **district**, with the assistance of the district-level committee, shall develop, review, and revise the district 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 academic excellence 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 Bovina ISD is to provide a quality education to meet the individual needs of all students, assuring they possess the skills necessary to be responsible and productive citizens.

2015-16 Board Members

President	Larry Mitchell
Vice President	Justin Brozek
Secretary	Deena Leuea
Member	Richard Carson
Member	Josh Quintana
Member	Esther Steelman
Member	Chris Antillon

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Darla Sealey	Chairman	
Evange Casas	Business Representative	
Lanelle Skaggs	High School	
Dan Castillo	Middle School	
Lupe Vidaurri	Elementary	
Denise Anderson	Superintendent	
Lory Seanz	Migrant Coordinator	

Delayne Duffy	Sp.Ed. Teacher	
Rocio Mata	Counselor/Parent	
Mark Barnes	Campus Principal – MS	
Steve Arias	Campus Principal – HS	
Dawn Watson	Campus Principal-EL	
Daniel Mayberry	Community Member	
Stan Miller	Technology	
Rachel Avalos	Nurse	
Mickie Loera	Parent MS	
Sonia Enriquez	Parent EL	
Carmen Lopez	Parent HS	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on November 14, 2013, and May 6, 2014 and May 6, 2015.

Data Sources Examined:

The following data were used to verify the comprehensive needs assessment analysis:

- District goals
- TAPR data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- State and/or federal planning requirements
- District committee meeting discussions
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- The State of Texas Assessments of Academic Readiness (STAAR) results including STAAR (Accommodated), STAAR-M, and STAAR -Alt
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility

- Gifted population, including performance, discipline, attendance and mobility
- Class size data
- Retention rate of staff and students
- Years of experience of staff
- Other additional data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- SHAC committee agenda and minutes

Comprehensive Needs Assessment:
Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Reading, Writing, Math and Science TAKS and STAAR Scores especially with the ESL scores.</i>	<i>DMAC, STAAR, TAKS, ACT, SAT, PBMAS AEIS, and Teacher Input</i>
<i>Personnel Concerns</i>	<i>Human Resources, AEIS Report, Observation/Teacher input</i>
<i>Vertical and Horizontal Alignment</i>	<i>STAAR, TAKS scores, Teacher input</i>
<i>Technology Needs</i>	<i>STAR Chart, Teacher and Student Surveys</i>
<i>CTE</i>	<i>Registration for classes, Teacher Input</i>
<i>Remediation for struggling students</i>	<i>STAAR, TELPAS, tutorials, TAKS, Teacher Observation, progress monitoring results</i>

<i>Parental Involvement</i>	<i>Observation, Sign In Sheets, Visitor Records</i>
<i>Adult Literacy</i>	<i>HEP Program, ESL classes,</i>

In this plan, the term “student groups” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education

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/Campus:

Bovina ISD Budget Data for District/Campus Plans 13-14							
Fund Code	Funding source	Total budget	District (999)	HS (001)	MS (041)	Elem (101)	
199 (pic 30)	Federal REAP	\$149,081.00	\$8,500.00	\$115,968.00	\$3,850.00	\$20,764.00	
211	Title I Part A	\$106,336.00	\$18,078.00	\$2,100.00	\$10,734.00	\$41,595.00	33829
212	Title 1 Part C	\$55,178.00	\$13,795.00	\$41,383.00	\$0.00	\$0.00	
255	Title II Part A	\$22,691.00	\$933.00	\$0.00	\$10,748.00	\$11,010.00	
270	Federal REAP	\$20,991.00	\$11,667.00	\$3,107.98	\$3,107.98	\$3,108.04	
199 (pic 25)	Bil/ESL (PIC 25)	\$65,062.00	\$6,416.00	\$1,408.00	\$15,700.00	\$41,538.00	
199 (pic 21)	GT (PIC 21)	\$4,711.00	\$3,361.00	\$700.00	\$450.00	\$200.00	
199 (pic 22)	Career/Tech (PIC 22)	\$122,535.00	\$0.00	\$122,535.00	\$0.00	\$0.00	
199 (pic 23)	special ed (PIC 23)	\$237,637.00	\$62,000.00	\$83,203.00	\$54,981.00	\$37,453.00	
					updated 12/5/13		

**State Compensatory Education Program
Program Evaluation
Grades 9-12**

Bovina High School	Drop Out Data			Completion Data		
Year	2011	2012	2013	2011	2012	2013
Percent	.6%	0%	0%	89.5%	100%	100%

State Compensatory Education

State of Texas Student Eligibility Criteria:
At Risk Students

The process we use to identify students at risk is: Thirteen State indicators, PEIMS Reports.

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
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.

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 I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)SSA</i>
<i>ESEA Title VI (Innovative)SSA</i>
<i>Carl Perkins SSA</i>
State Programs/Funding Source
<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>

Bilingual/ESL Program
SFSF
Title I ARRA
IDEA B Preschool ARRA
IDEA B ARRA
Local Programs/Funding Source
Grants

Bovina ISD utilized the REAP program to redirect 100% of Title II – Part A and Title IV – Part A Funds into Title I – Part A. These funds will be used to upgrade the Title I – Part A School-Wide program at all campuses.

Bovina ISD had a free and reduced lunch participation rate of at least 86% during the 2012-2013 school year, therefore \$496,892.00 State Compensatory Education funds and 5.35 FTE's will be used to upgrade the Title I-Part A School-wide program at all campuses.

5.35 FTE's will be divided at the campuses:

- ***Bovina Elementary* --- 2.25 FTE's: 1.00 Aides and 1.25 Teachers**
- ***Bovina Middle School* --- 0.00 FTE:**
- ***Bovina High School* --- 3.10 FTE's: 1.60 Teachers and 1.50 Aides**

Assessment of Current Situation**Comprehensive Needs Assessment**

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBDM team reviewed all available data to identify our strengths and to prioritize our areas of concerns. Formal review includes data from the following:

- Results of community and parent surveys
- Disaggregation of multi-year AEIS
- Disaggregation of current-year AEIS data
- Results of benchmark assessments
- Prior year budgets/entitlements and expenditures comparing current year budgets
- Staff development needs surveys
- Staff retention rate
- Student retention rates

Informal measures include such as the following:

- Needs identified through campus faculty meeting carried forward to SBDM meetings
- Review of previous year initiatives to determine over-all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding.
- Staff e-mails to district level personnel
- Review of the district's vision and discussion at the district level, regarding current information/research-based strategies that will help us to attain the vision.

Prioritized Strengths

14-16

Our studies led us to the following discoveries regarding our strengths and our areas of concern, and both of these, then became the major focus of the 2014-16 District Improvement Plan, either in form of very specific objectives or actions under the objectives. Our strengths and areas of concern are expressed in the following:

Strengths	Data Source
Staff, students and parents feel school is safe and secure place to learn	Surveys, parent feed back
Teachers, students and community feel welcomed in administrative office	Survey, parent/teacher feedback
Caring, committed teaching staff	Parent and student surveys, teacher retention rates, active participation on the SBDM teams
LEP students ability to acclimate to the Texas Testing requirements (STAAR/TAKS/SDAA/TELPAS)	Student Performance Records, teacher feedback, assessment results, parent feedback
Tutorials	Student performance record, student retention record
Teacher use of effective instructional practices and teacher commitment to learning	Staff development records, principal reports (information gathered through meetings with teachers and principal walk-throughs and teacher evaluations)
Commitment of staff, parents, and community members to effective district planning	Participation in planning sessions by all stakeholders.
Use of technology for administrative	Student performance records, teacher

procedures and for instructional support as a learning tool	feedback, principal reports, surveys, STAR Chart results
Our efforts to build collaboratives – seeking professional growth opportunities, quality, research-based materials to promote student learning and teacher effectiveness	Alignment of Math, Reading, Writing and Science to TEKS, records of teachers training teachers, student performance records, vertical planning time

**Prioritized Areas of Concern
14-16**

Prioritized Concerns

Areas of Concern	Data Source
Help students develop personal responsibility skills toward assignments	Report cards, Teacher and parent feedback
Develop an appreciation for post secondary education – to include students and the community	Explore Exam, PGP, PEIMS, graduation rates, number of student taking ACT, SAT assessments.
Increase graduation rate especially in Hispanic population	PGP, PEIMS, graduation rates
Further close the achievement gap in all core subjects	Student performance records, Longitudinal AEIS data, DMAC
Develop stronger community and parent partnerships	Student performance records, in particular for special populations, teacher and principal feedback, parent portal data, parent surveys
Increase learning opportunities for LEP students to perform successfully on all state-mandated assessments	Current and Longitudinal student performance data, tutorial sign in sheets, parent meetings

Increase attendance rate of all students	Attendance records, teacher and principal feedback, AEIS reports, attendance meetings with students and or parents
Continue support of teachers through specialized training in TEKS , TAKS; and STAAR; curriculum alignment, as well as other research-based sessions ensuring that the needs of all students are met and that progress continues toward 100% mastery of all state standards for all students	AEIS data which indicates continuous improvement for all student populations reflected in longitudinal studies, state assessment results. All state assessment results and PBMAS.
Increase more intensive opportunities for identified at-risk students via Extended Day opportunities, tutorials, and one-on-one instructions	Disaggregated student performance data
Continue upgrading and integration of technology, for both administrative and instructional use	District Objectives, surveys, STAR chart results

Bovina ISD

Long Range Goals

Long Range Goal #1: The students of Bovina ISD will demonstrate mastery of all objectives in the core curriculum.

Long Range Goal #2: At Bovina ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Long Range Goal #3: All students in Bovina ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Long Range Goal #4: All students in Bovina ISD will graduate from high school.

Long Range Goal #5: Parents and Community will be partners in the education of students at Bovina ISD

Long Range Goal #6: Bovina ISD will make 21st century technology available to all stakeholders.

Long Range Goal #7: All students will strive to achieve their full academic potential

Long Range Goal #8: To encourage regular attendance of all students.

Long Range Goal #9: Vertical and horizontal alignment of curriculum will be addressed in all core subjects.

Goal 1: The students of Bovina ISD will demonstrate mastery of all objectives in the core curriculum.

Summative Evaluation: 93% of all students pass the Reading portions of the state tests, 92% of the students will pass the Math portions of the state assessment or will meet Required Improvement in those areas. Special Education students will meet their IEP goals and pass the appropriate state assessment. LEP students will show at least one level of improvement on the TELPAS and met state standards on state assessments.

Objectives:	Activities:	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Objective 1: The BISD Administration will give a quantitative report on the measurable gain toward achieving the stated goal. The report will be delivered to the Board of Trustees and community in June, and shall cover the following instructional areas: Language Arts, Reading, Writing, Mathematics, Science, Social Studies.</p>	<p>Provide time for personnel to make decisions on the curriculum</p>	<p>Campus Admin, Superintendent</p>	<p>June 2014-2016</p>	<p>Local Funds</p>	<p>Board Approval, Minutes, State Assessment Data Collection</p>
<p>Objective 2: BISD will strive to increase State Assessment scores by required improvement for all core subjects.</p>	<p>Provide supplemental instructional services for all students in core subject areas</p>	<p>Core subject teachers, Campus Admin, Superintendent</p>	<p>Every 3 weeks from August 2014-May 2016</p>	<p>Software, Added Personnel, State and Local funds, Title I, SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, SSA</p>	<p>Improved progress report grades Improved six weeks grades Increased State Assessment Scores</p>

	Provide professional development to teachers and paraprofessionals (Spangler Science, ELL Symposium, Leap Frog PK conference, Behavior Management, Marcia Tate) Contract with Region 16 for professional development	Superintendent and Curriculum director	June 2015- August 2016	Title 1	Improved progress report grades Improved six weeks grades Increased State Assessment Scores
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Goal 2: At Bovina ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

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

Data 2014-15	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective 1: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.	Actively recruit highly qualified teachers, professionals, and paraprofessionals Develop and implement HQ strategies/activities to maintain HQ staff	Campus Principals, Superintendent	August 2014- May 2016	State Funds Local Funds	Passing of all state certification requirements as documented by assessment results and licenses.
Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development	Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal, Superintendent Region 16 staff	August 2014- May 2016	Local Funds State Funds Title I Funds SFSF, , Title I Part A ARRA,	Sign in Sheets and certificate of attendance, increased assessment results.

Objective 3: 100% of teachers will obtain their ESL endorsement.	Teachers will be reimbursed \$300.00 for all fees incurred.	Principals	July 2014-2016.	Local Funds	SBEC license
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Goal 3: All students in Bovina ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

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

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective 1: The number of incidents involving violence will be reduced.	Provide bully prevention training for staff and students	Principal, Superintendent	Monitor: End of each semester	Bully Prevention Trainer ESC 16 County Extension Agent	Sign in Sheets, certificate of attendance, and reduction in the number of bullying incidents and office referrals.
Objective 2: Reduce the inappropriate use of electronic devices.	Provide training to staff, students and parents.	Campus Principals and Staff	August 2014 –May 2016	ESC 16 Local Police Counselor County Extension Agent	Sign in Sheets, certificate of attendance and reduction in the number of office referrals and/or reported incidents involving inappropriate use of electronic devices

<p>Objective 3: Reduce the number of incidents involving tobacco, alcohol and other drug use (TAOD).</p>	<p>Provide training to staff, students and parents.</p>	<p>Campus Principals</p>	<p>August 2014 –May 2016</p>	<p>Police department/drug dog County Extension Agent</p>	<p>Sign in Sheets, certificate of attendance and reduction in the number of office referrals and/or reported incidents involving TAOD</p>
<p>Objective 4: Bovina ISD will continue to hold at least two SHAC committee meetings during the school year.</p>	<p>To obtain information about progress toward a well rounded school health program for all.</p>	<p>SHAC committee</p>	<p>August 2014-May 2016</p>	<p>ESC 16, County extension agent</p>	<p>Sign in sheets, agendas, meeting meetings, campus and district plans.</p>

Goal 4: All students in Bovina ISD will graduate from high school.

Summative Evaluation: Dropout rate to less than 1% and a completion rate of 100%.

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective 1: Each student will graduate with his/her prescribed graduation plan	Provide credit recovery program, acceleration program, or credit by exam	Superintendent, Principal, Counselor Designated teachers	End of each semester	Title I Title I, Part C Computer programs SFSF, IDEA B ARRA, Title I Part A ARRA, SSA	Successful completion of course work and state assessment

Goal 5: Parents and Community will be partners in the education of students at Bovina ISD.

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Objective 1: At least 90% of all students' parents and/or family members will participate in at least one parent meeting for/with their child(ren).</p>	<p>Early release days</p>	<p>Principal, Counselor, Teachers, Superintendent</p>	<p>August 2014 – May 2016</p>	<p>Teachers Parent Compacts Report Cards Assessment Results</p>	<p>Number of parents attending meetings as referenced by the sign in sheets</p>
<p>Objective 2: Encourage community involvement in district activities</p>	<p>Invite organizations and public departments to present and participate in district events Hire a parent liaison</p>	<p>All school personnel Superintendent</p>	<p>August 2014 – May 2016</p>	<p>Local and surrounding businesses State and County agencies and others Website Title 1, SCE, Local funds</p>	<p>Sign in sheets Agendas State Assessments Number of Parents who attend functions at school.</p>

Goal 6: Bovina ISD will make 21st century technology available to all stakeholders.

Summative Evaluation: State Assessment Scores, Competencies Test, Post Readiness Reports

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective 1: Increase the technology available	Purchase technology devices and software to use in the classroom for projects and class work.	Teachers and staff Technology Director	August 2014 –May 2016	State Funds, Local Funds SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, SSA Texas Steps Up	State Assessment scores, EOC exams, grades, teacher observation and input, student input
Objective 2: Continue professional development in the use of innovative technologies.	Peer to peer training, professional development, webinars, ITV	Technology Department, Teachers	August 2014 -May 2016	State Funds, SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, SSA Local Funds	Teacher observation and input, Student input

Goal 7: All students will strive to achieve their full academic potential

Summative Evaluation: Test scores, SAT, ACT, TAKS, EOC, STAAR

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective 1: Students will perform at or above state standards on all state assessments.	The taught curriculum aligns with the TEKS. Benchmarking, tutorials, TAKS/STAAR prep	Campus Principals, Counselor, Superintendent	August 2014 - May 2016	State Funds, L SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, SSA local Funds	AEIS Reports DMAC system STAAR results AYP PBMAS
Objective 2: To enhance the overall learning environment for all groups of students.	Adequate lighting HVAC Cleanliness Technology Discipline/Safe	Campus Principals Maintenance Department Technology Coordinator	August 2014 -May 2016	State Funds, Local Funds SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, SSA	Attendance Records, Performance Reports IPM Reports Maintenance. Reports
Objective 3: Activities will be presented throughout the school year which will assist students in developing an understanding and appreciation for the fine arts and cultural heritage.	Schedule programs with ESC and other internal and external resources	Campus Principals, Counselor	August 2014 - May 2016	State Funds, Local Funds, SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, SSA	Teacher Input, Student Input, Parent Input, Observation, Counselor Reports

<p>Objective 4: Bovina ISD will provide an appropriate program for students in Special Education.</p>	<p>Team teaching, pull-out or content mastery programs will support the teacher's efforts in education of the students.</p>	<p>Special Education Teachers, Teachers, Campus Administration</p>	<p>August 2014 - May 2016</p>	<p>State Funds, Local Funds, IDEA B ARRA, IDEA B, ARRA,</p>	<p>ARD evaluation Student Input, Teacher Input, Report Cards State Assessment Results</p>
<p>Objective 5: Bovina ISD will provide an appropriate program for English Language Learners</p>	<p>Team teaching, pull-out or RTI programs will support the teacher's efforts in education of the students. Increased learning time in the regular classrooms with support. Change of teaching staff. Two all day pre-kindergarten programs. ESL certification for all teachers. Increased professional development</p>	<p>ESL Teachers, Teachers, Campus Administration</p>	<p>August 2014 - May 2016</p>	<p>State Funds, Local Funds,</p>	<p>LPAC Student Input, Teacher Input, Report Cards TELPAS Teacher Evaluations Walkthroughs, benchmark results, State assessment results.</p>

Goal 8: To encourage regular attendance of all students.

Summative Evaluation: PEIMS reports, Student Attendance Records

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective: To strive to maintain ADA to the 97% percentile or better.	Reward students for perfect attendance. Parent notification for absences	Campus Admin, Teachers, Counselor Attendance Dean Secretaries	August 2014 –May 2016	State Funds, Local Funds, SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, SSA	Records of attendance, PEIMS Reports AEIS Report

Goal 9: Vertical and horizontal alignment of curriculum will be addressed in all core subjects.

Summative Evaluation: Sign-in sheets, Lesson Plans, Campus Principal Evaluations, PDAS

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective 1: BISD will strive to align curriculum needs both vertically and horizontally in core subjects.	Regular meetings with grade level instruction to ensure alignment with TEKS. Regular meetings between campuses to	Campus Principals, Teachers, Counselor, Superintendent	August 2014–May 2016	State Funds, Local Funds, SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, SSA	Lesson Plans, State Assessment scores over a period of time, Input from Teachers and Students

	ensure vertical alignment.				Benchmarks
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