

BUNA INDEPENDENT SCHOOL DISTRICT



2016-2018

DISTRICT IMPROVEMENT PLAN

Buna ISD
DISTRICT IMPROVEMENT PLAN
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MISSION STATEMENT

The development of social and academic skills which assure all students the opportunity to become productive members of our democratic society is the primary mission of the Buna Independent School District. The belief that all students can learn is integral to accomplishing this mission.

VISION STATEMENT

Buna Independent School District will provide a learning environment conducive to personal, academic, and technological growth that will sustain our graduate in the ever changing global society.

DISTRICT IMPROVEMENT COMMITTEE MEMBERS

2016-2017

2015-2016

<u>NAME</u>	<u>POSITION/TITLE</u>	<u>NAME</u>	<u>POSITION/TITLE</u>
Dr. Steve Hyden	Superintendent	Dr. Steve Hyden	Superintendent
Kelley Peck	Director of Curriculum/IT	Roy Farias	Principal, High School
Roy Farias	Principal, High School	Julie Hale	Teacher, High School
Dawn Caillier	Teacher, High School	John VanDevender	Teacher, High School
John VanDevender	Teacher, High School	Amber Flowers	Principal, Junior High
Amber Flowers	Principal, Junior High	Regina Stanley	Teacher, Junior High
Debbie Kibodeaux	Teacher, Junior High	Stephanie Barba	Teacher, Junior High
Heather Brown	Teacher, Junior High	Kristy Yoes	Teacher, Elementary
Pete Bond	Principal, Elementary	Kelley Peck	Director of Curriculum/IT
Nicky Sheppard	Teacher, Elementary	Colinda Church	Elementary
Colinda Church	Teacher, Elementary	Jerry Gore	Special Ed. Director
Jerry Gore	Special Ed. Director	Pete Bond	Elementary Principal
Burnis Whitmire	Community	Mike Keeler	Community
Daniel Begnaud	Community	John Burt	Business
John Burt	Business	Alana Golden	Business
Tonya Marks	Business	Roxanne Cofty	Parent
Amy Peterson	Parent	Juan Castillo	Parent
Amy Haden	Parent	Andy Whitehead	Community
Lori Mixson	Parent	Ashlee Haefs	Business

PUBLIC EDUCATION MISSION, OBJECTIVES AND GOALS

TEC Sec. 4.001. PUBLIC EDUCATION MISSION AND OBJECTIVES

OBJECTIVE 1:	Parents will be full partners with educators in the education of their children.
OBJECTIVE 2:	Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4:	A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6:	Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEC Sec. 4.002. PUBLIC EDUCATION ACADEMIC GOALS

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

NO CHILD LEFT BEHIND ACT OF 2001 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PERFORMANCE GOALS

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

PERFORMANCE GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

PERFORMANCE GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.

PERFORMANCE GOAL 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

PERFORMANCE GOAL 5: All students will graduate from high school.

TITLE 1 PART A

ESSENTIAL COMPONENTS OF SCHOOL-WIDE PROGRAMS

1. **A comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. **School-wide reform strategies** that
 - a. provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
 - b. use effective methods and instructional strategies that are based on scientifically based research that—strengthen the core academic program in the school;—increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and—include strategies for meeting the educational needs of historically underserved populations.
 - c. 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 school-wide 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 innovative teaching methods, which may include applied learning and team-teaching strategies; and – the integration of vocational and technical education programs; and – address how the campus will determine if such needs have been met; and
 - d. are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. **Instruction by highly qualified teachers.**
4. **High-quality, 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 highly qualified teachers** to high-need schools.
6. **Strategies to increase parental involvement** in accordance with section 1118, such as family literacy 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 performance 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** 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** occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

BUNA ISD NEEDS ASSESSMENT DATA

2015-16 DEMOGRAPHIC DATA

Student Population Total

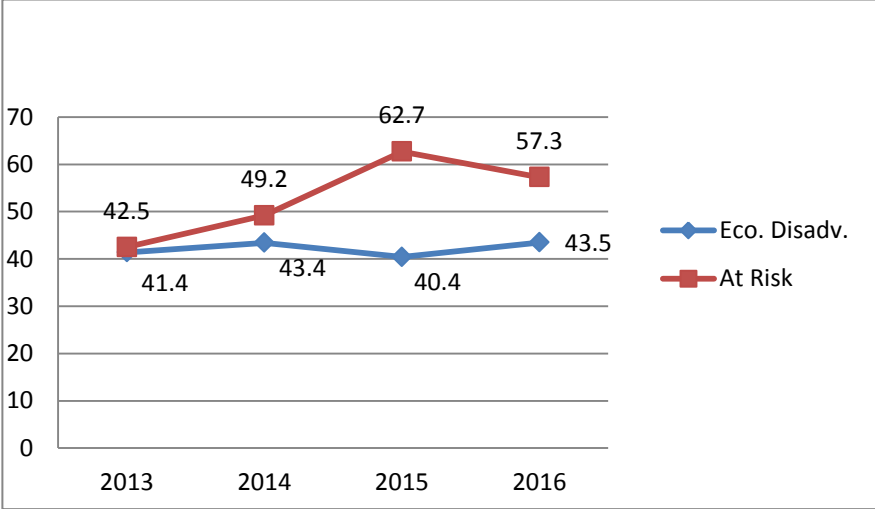
Elementary	683
Junior High	357
High School	403

Student Ethnicity Percentage

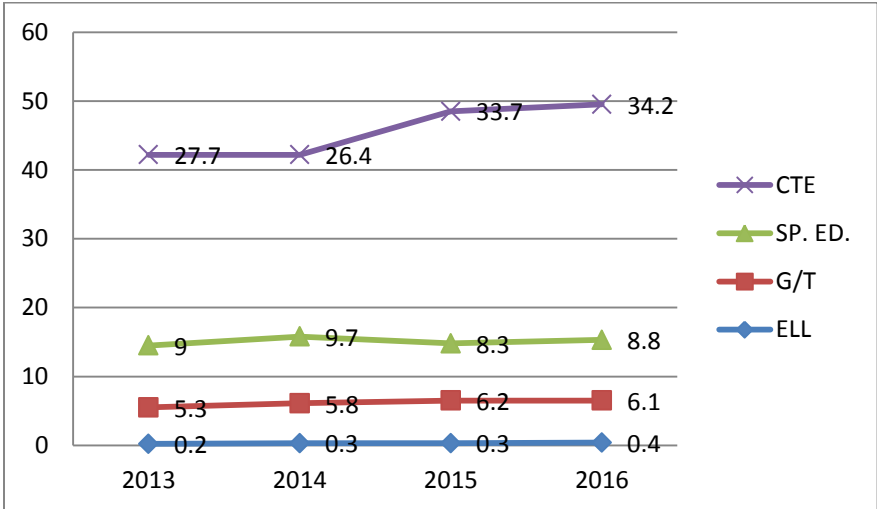
White	89.7
Hispanic	3.2
African American	4.4
American Indian	0.8
Asian	0.1
Pacific Island	0.0
Two or More Races	1.9

Economically Disadvantaged and At Risk

BISD continues to have an increasing economically disadvantaged and At-Risk population.



Student Enrollment by Program



Buna Elementary STAAR 2016 % Passing Sum of 3 – 5	All Students	African American	Hispanic	White	Eco. Dis.
Reading/English-LA	78%	72%	82%	80%	67%
Mathematics	79%	72%	82%	80%	73%
Writing	60%	71%	*	59%	50%
Science	87%	*	*	89%	81%
Soc. Studies	N/A	N/A	N/A	N/A	N/A
Attendance Rate (EE-5) 2014-15	94.6%	97%	95.5%	94.8%	94.6%

Buna Jr. High STAAR 2015 % Passing Sum of 6 – 8	All Students	African American	Hispanic	White	Eco. Dis.
Reading	69%	33%	75%	70%	56%
Mathematics	67%	40%	75%	68%	50%
Writing	60%	*	*	60%	48%
Science	64%	*	*	65%	48%
Soc. Studies	44%	*	*	44%	30%
Attendance Rate (6-8) 2014-15	95.9%	96.6%	96.8%	95.9%	95.5%
Drop Out Rates (7-8) 2014-15	0%	0%	0%	0%	0%

Buna HS - EOC STAAR 2016 % Passing Sum of 9-12	All Students	African American	Hispanic	White	Eco. Dis.
Reading	69%	31%	*	71%	61%
Mathematics	69%	63%	*	69%	57%
Science	80%	*	*	81%	74%
Soc. Studies	80%	*	*	81%	74%
Attendance Rate (9-12) 2014-15	95.7%	98.6%	96.3%	95.5%	95.1%
Drop Out Rate (9-12) 2014-15	0%	0%	0%	0%	0%
Completion Rate (9-12) Class of 2015	96.2%	*	*	95.8%	89.3%

DISTRICT GOALS 2016-2017

GOAL	DESCRIPTION
I. Student: Curriculum, instruction, and assessment alignment	Ensure continued improvement in student learning, with emphasis on both post-secondary and career readiness. House Bill 5 will be evaluated and guidance staff will communicate the new curriculum and assessment requirements to students and parents. K-12 course offerings will be evaluated to ensure students success. Instructional technology will be utilized and staff will be trained to enhance student learning and the District Technology Plan will be updated annually.
II. Leadership	District Leadership will be focused on a quality instructional program and the importance of education within the community. Buna ISD will promote a culture of excellence, through high expectations and accountability for students, faculty, and staff.
III. Community Relations	The school will promote and support Cougar pride and tradition. The District will work with all stakeholders to determine the needs and priorities of our students and to make Buna ISD the district of choice. Each year, the school will conduct a survey to measure and improve community engagement.
IV. Operations	Buna ISD will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies. Student and staff safety will continue to be a priority in design and usage of all facilities. Preventative maintenance will be stressed to maximize the life of existing facilities and to be good stewards of taxpayer dollars.
V. Personnel	Actively recruit highly qualified professionals for all areas and with an emphasis on strategies to retain effective employees. Staffing and programs will reflect student enrollment and professional development will be designed and delivered to ensure quality instruction.

GOAL I: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE: 1. We will effectively deliver a rigorous and relevant curriculum using technology, assessment data, and other effective instructional strategies to engage all learners in meaningful learning experiences.
STATE OBJECTIVE: 2, 4, 5, 7, 9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
TEKS Resource System curriculum to ensure alignment to accountability indicators	2016-2018	Teachers Administrators	Local and Title Funds	Curriculum meetings	Student Achievement
District staff will participate in staff development activities designed to improve student achievement: Economically Disadvantaged, TEKS Resource System, RTI, Inclusion, research-based instructional strategies and activities	2016-2018	Teachers Administrators	Local Funds Special Ed. Funds Region 5 Title II-Part A	Attendance at sessions	Sign-in sheets Workshop Evaluations Certificates of participation
The district will increase overall student progress by focus on data driven instruction (AWARE) that targets the use of on-going monitoring of instruction thereby allowing the school to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC).	2016-2018	Vertical Team Dept. Heads Administrators Teachers	Local and Title Funds	Development of Curriculum-based assessments (CBA)	Student results; Data analysis by teachers and administrators
The district will become more prescriptive in our teaching and focus on quality data to drive instruction to increase individual student performance on CBAs and STAAR especially in the areas of economically disadvantaged and sub populations. Comprehensive needs assessments will be conducted that take state academic achievement standards into account.	2016-2018	Administrators Teachers	Local and Title Funds	Curriculum-based assessments, data reports, lesson plans	Student achievement STAAR scores
Consistent Response to Intervention System (Rtl) implemented on each campus to provide tiered instruction and effective strategies that support	2016-2018	Teachers Administrators	Special Ed. Funds Title 1 Funds Local Funds	Action Plan	PD sign in sheets; Universal screening data, progress

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Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
students not meeting state standards.					monitoring data;
Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS)	2016-2018	Teachers Administrators	Title 1 Funds Local Funds	Needs Assessment	Review the pre and post assessment data of students.
Tutorial Program implemented on all campuses Elem – morning and after school tutorials JH – Study Hall, TTM program after school HS – Activity period	2016-2018	Teachers Administrators	Local Funds Compensatory Funds	6 week grades CBAs Assessment Data	Reduction in Failure rate
Inclusion	2016-2018	Teachers Administrators	Special Ed. Funds Local Funds	Sp. Ed. Students in mainstream classes	Student success
Continuation of programs to address individual student needs and increase achievement -Texas Success Initiative	2016-2018	Teachers Administrators	Title 1 Funds Local Funds – EL- Istation, TTM, Renaissance JH -Compass Learning, TTM, Renaissance HS-Apex, Gradpoint	Completed Plans	STAAR scores Course grades
Summer Program for students not meeting state assessment requirement with the Student Success Initiative (SSI)	2016-2018	Teachers Administrators	Title 1 Funds Local Funds	Completed Plans	Students successful completion of program Sign-in sheets

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Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Parent Information for Texas Assessment Program	2016-2018	Teachers Administrators	Texas Assessment Program, posted to website/sent home	Action Plan	Website updated with STAAR
Students will receive long-term academic counseling in regard to higher education/career planning. Students will be counseled in the selection of course sequencing.	2016-2018	Counselors Teachers Administrators	Curriculum Handbooks, Rti data, State Assessment data Local funds	Identify course offerings College week activities	PGP, student registration
K-8: Implement cross-curricular instruction with emphasis on improving writing skills.	2016-2018	Administrators Dept. Heads Teachers	Local Funds Title I & II Funds High School Allotment JH- PEG Writing, Region 5 ESC	Needs assessment Student involvement in program	Writing scores on state assessment PD certificates
BES: Writing Lab will continue to provide supplemental support for students to help increase their writing scores. Teachers will reinforce writing lab activities in the regular classroom.	2016-2018	Administrator Writing Teacher Teacher	Local Funds	STAAR Scores Teacher analysis	Student Achievement
BES, BJHS, BHS: The campus will use quality data to drive instruction along with flexible scheduling to allow for additional instruction time, with a particular focus on safeguards missed on 2016 STAAR.	2016-2018	Administrators Teachers	Local and Title Funds	Curriculum-based assessments	Student Achievement
BJHS: CIT Committee to identify needs for	2016-2018	Committee Members,	Local Funds	Needs Assessment	STAAR Results

GOAL I: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

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STATE OBJECTIVE: 2, 4, 5, 7, 9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
improvement (Campus Rated Improvement Required 2016 Accountability)		Consultant (PSP), DCSI, Principal, Teachers			State Accountability
Vertical and Horizontal Alignment Planning Meetings on all campuses/Curriculum alignment	2016-2018	Administrators Curriculum Director Teachers	Title I & II Funds Local Funds TEKS Resource Sys. Personnel	Needs assessment Time for planning Materials Training	Sign In Sheets, notes from meeting, student performance in course and on state assessment
Continue the use of scientifically based research instructional strategies that strengthen the core academic program	2016-2018	Teachers	Personnel Local Funds Compensatory Funds Title I & II Funds	Prof Development Sign-in Sheets	Student Achievement
BES: Continuation of Saxon Phonics, Guided Reading, and other supplemental instructional supplies and curricular materials to support student learning.	2016-2018	Administrator	Title I Funds	Prof Development Action Plan	Increase Reading Achievement
Establish PLCs on each campus to define and provide high quality staff development in needed areas of growth such as, but not limited to, data disaggregation, lesson plan design, lesson delivery and differentiated instruction.	2016-2018	Administrators	Local Funds	Agendas, certificates	Increased Student Achievement
Continue classroom walkthroughs	2016-2018	Administrators	Local Funds Walkthrough template	Timely feedback to teachers	Improved instruction and student success

GOAL I: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
 STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 2: The district will integrate technology into curriculum and instruction for all programs.
 STATE OBJECTIVE: 2, 4, 5, 7, 9, 10

E.S.E.A. 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, I-Station, Renaissance Learning, Think Through Math, TEKS Resource System, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities.	2016-2018	Administrators Teachers RtI Personnel	Local Funds Title 1	Review Campus Programs/ Action Plan	Increase student achievement
The district will provide staff development in the use of new and updated technology and its integration into planning, teaching, learning, and instructional management.	2016-2018	IT Director Network Manager Administration Teachers	Local Funds	PD Plan Agendas	Certificates Sign in sheets Technology usage
The district will utilize needs assessment data to identify purchases, but not limited to, providing more computers in classrooms to facilitate small group instruction and RtI instruction for identified at-risk students and those needed accelerated instruction.	2016-2018	Technology Committee Teacher Leaders Administrators	IMA Local Funds	Needs assessment/action plan	Classroom technology increased and standardized
Create a system for providing online learning opportunities for all stakeholders.	2016-2018	IT Director Administrators	Personnel	Action Plan	Technology usage reports

GOAL I: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
 STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 2: The district will integrate technology into curriculum and instruction for all programs.
 STATE OBJECTIVE: 2, 4, 5, 7, 9, 10

E.S.E.A. 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Review and revise the district's technology plan and replacement plan	2016-2018	Network Administrator IT Director Technology Committee	Personnel	Action Plan	Technology needs addressed
Teachers complete annual technology survey	2016-2018	IT Director Technology Staff	Personnel	Survey results, needs assessment	Technology-rich lessons
BHS: Dual Credit Learning Opportunities	2016-2018	Administrators, Counselor	online classes	Student Progress	Course Grades
Create vertically and horizontally aligned technology curriculum	2016-2018	Technology Committee Administrators Teachers	TEKS Local Funds	Aligned curriculum Documents	Student success
Continue Bring Your Own Device Plan	2016-2018	Technology Committee Teacher Leaders Administrators	IMA Local Funds	Action Plan Infrastructure Policies	BYOD policies
Staff and students understand acceptable use of district technology	2016-2018	Administrators	Acceptable Use Agreements	Signed agreements	Proper usage
Technology Staff Development	2016-2018	Technology Director, Administrators, Teachers	Local Funds	Program use logs, reports, needs assessment results	Feedback from teachers, inclusion of technology in lesson plans
HS: One-to-one initiative planning for 2017-18 ninth grade class	2016-2018	Technology Director Principal Teahcers	Local Funds	Needs Aseessment	Technology – integrated curriculum, 2017-2018 school year

GOAL I: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
 STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 3: The district wide attendance rate will improve no less than 1% for the school year when compared to the same rates for the 2014-2015 school year.
 STATE OBJECTIVE: 1, 3

E.S.E.A: 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Support the employment of a district security officer (BISD Truant Officer) to work with campus attendance clerks	2016-2018	Superintendent	Local Funds	Monitor campus attendance rates each six weeks	Increased attendance
Monitor student attendance: Pursue legal remedies on students in violation of the compulsory attendance law	Weekly	BISD Truant Officer Campus Administration	Local Funds Attendance clerk Attendance reports	Monitor 6 week reports	Daily review of attendance summary sheet absences and class count records.
Increase parent awareness of mandatory attendance: Communicate with parents regarding ongoing attendance patterns relating to attendance laws, student achievement, and funding	2016-2018	Campus administration	Student Handbook Local Funds	Student handbook	Improved attendance
Each campus in the district will communicate to parents by phone and mail about students with excessive absences	Daily	Campus administration	Local Funds	Document Calls and Letters to parents	District attendance at 98%
Implementation of attendance improvement strategies on each campus	Weekly/end of six weeks period	Administrators	Personnel	Documentation and data for each strategy to include Targeted subgroup & Person responsible	Increase Attendance
Each campus will develop incentives to increase attendance from the previous school year	2016-2018	Administrators Site-Based Committees	Community Businesses Local funds	Incentive plan	Review attendance report for the year

GOAL I: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
 STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 4: Buna ISD will maintain a dropout rate of 0% for all students.
 STATE OBJECTIVE: 1, 3

E.S.E.A: 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Implement accelerated education programs at each campus to reduce the drop-out rate	2016-2018	Administrators	State Compensatory Funds Local Funds	Needs assessment	Review the number of dropouts in grades 7 – 12 semi-annually
Detailed Action Plan implemented regarding Credit Recovery Program: Structure, operating procedures outlined to insure under credited students are served	2016-2018	Administrators	Personnel	Needs Assessment	Credit Recovery Handbook
Campus based summer school programs for SSI, At-Risk and Attendance recovery	2016-2018	Administrators Counselors	Local Funds	Needs assessment	State assessment Credit recovery via grades and/or attendance
Support Career and Technology Programs for each campus in the district	2016-2018	Administrators	CATE Funds Function -11	Needs assessment	Review master schedule for campuses
Administer a district wide Disciplinary Alternative Education Program	2016-2018	Administrators Counselors	Compensatory Funds	Review/update guidelines	Review students assigned to DAEP
Provide parents information on classes available in grades 6-12 and begin dialogue on post high school expectations.	2016-2018	BISD administrators and Teachers	Function -11 Personnel	Curriculum handbook	Reduction in drop-out/ (PGP)
Campuses develop transitioning activities for students promoted to another campus, or in the case of elementary, coming to public school for the first time from preschool /early learning programs.	2016-2018	Administrators Counselors	Local Funds	Campus planning committee	Documentation of activities
Continuation of “Sex Can Wait” abstinence	2016-2018	Nurse, Counselor	Local Funds	Presentation	Reduced drop out

GOAL I: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1					
OBJECTIVE 4: Buna ISD will maintain a dropout rate of 0% for all students. STATE OBJECTIVE: 1, 3					
E.S.E.A: 5					
Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
program at grades 6-8		Administrators		Materials, student rosters	rate

GOAL I: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1					
OBJECTIVE 5: The district will provide a well-balanced curriculum along with appropriate programs for all students. STATE OBJECTIVE: 1, 2, 4, 5, 7, 9, 10					
E.S.E.A: 1, 2, 5					
Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Increase connections between real world experiences and authentic classroom instruction	2016-2018	Teachers	Local Funds	Action Plan	Increase achievement
Provide an English Language Learner(E.L.L.) program for all Limited English Proficient (L.E.P.) students	2016-2018	ELL District Coordinator Administrators Teacher	Region 5 ESC Local Funds Function -11	Needs assessment	Annual review of the LEP program
Dyslexic students will be served in pull-out instructional programs. Annually update the program	2016-2018	Administrators Dyslexic teachers	Region 5 ESC Local Funds Function -11	Needs assessment	Six week checks on dyslexic students Annual review of the program
Provide Gifted and Talented Program at each campus. Ensure teachers have PD required.	2016-2018	Administrators Counselors GT&AP Teachers	Region 5 – G/T G/T Funds Local Funds	Committee Complete action items	Six week check on GT students/Annual review of the program

GOAL 1: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 5: The district will provide a well-balanced curriculum along with appropriate programs for all students.
STATE OBJECTIVE: 1, 2, 4, 5, 7, 9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Develop identification procedures to find all gifted students, including traditionally underrepresented populations	2016-2018	GT Committee	Personnel	Needs assessment	Procedures and charts developed
Increase the number of students pursuing a post-secondary education by earning college credits while still in high school; increase student participation in Dual and online courses.	2016-2018	Administrators Counselors	Personnel	Action Plan	Data comparison Course grades
Increase participation in UIL and extra-curricular events	2016-2018	Administrators Staff	Personnel Local Funds	Student Lists Comparison data	Chart completed with data
Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, and partnerships with local colleges and universities.	2016-2018	Administrators Counselors Teachers	Personnel	Research Baseline chart	Sign-in sheets Handouts Newsletters
CTE: Grade 8-Continuation of Career Portals class/technology integration/introductions to workplace/career options; complete PGP	2016-2018	Administrators CTE Teacher	Local Funds	Lesson Plans Use logs Schedule of guest Speakers	Student success/knowledge of career opportunities
CTE: BISD will implement programs to prepare students for post-secondary work and increased training in technology	2016-2018	Administrators Teachers	CTE Funds/Perkins Local Funds	Needs assessment	Teacher certification Assessment of technology skill proficiency Observations
CTE: Students receive counseling in the coherent	2016-2018	Administrators	CTE Funds/Perkins	Completed plans	Personal Graduation

GOAL 1: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 5: The district will provide a well-balanced curriculum along with appropriate programs for all students.
STATE OBJECTIVE: 1, 2, 4, 5, 7, 9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
sequence of courses planned and the selection of courses integrated with the graduation plan		Teachers	Local Funds		Plan
CTE: Continue to Explore and increase the various technical certifications available to secondary students.	2016-2018	Counselors Administrators	CTE Funds/Perkins Local Funds	Newsletter, disseminate information to students, online certifications	Data presentation, comparison of certificates earned annually
CTE: Safety Training (10 hour course) offered to seniors in CTE program	2016-2018	CTE Department Administrators	CTE Funds/Perkins	Trained Teacher and/or online training program	Certificates obtained by students
Title 1: (Rtl) Individualized instruction in mathematics and reading	2016-2018	Administrators Teachers	CTE Funds	Needs assessment	Student success
SCE: Students identified at-risk needing compensatory education will be placed in accelerated programs/tutorials	2016-2018	Administrators Teachers	Title 1 funds	Needs assessment	Annual review of risk performance Pre and post assessments
All students receiving special education services will receive instruction in the least restrictive environment (LRE)	2016-2018	Administrators Sp. Ed. Director Teachers	SpEd/Local Funds	SpEd students in mainstream /inclusion classrooms	Student success

GOAL 1: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 5: The district will provide a well-balanced curriculum along with appropriate programs for all students.
STATE OBJECTIVE: 1, 2, 4, 5, 7, 9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
SpEd: As identified through the ARD process, special education students will be provided resources to support their IEPs with options such as, but not limited to: mainstream, content mastery, self-contained, instructional speech therapy, resource, developmental, occupational therapy, physical therapy, vision therapy, orientation and mobility therapy, audiological therapy, community based classroom, homebound, inclusion, and life skills.	2016-2018	Sp. Ed. Director Administrators Teachers	State assessment	Needs assessment	State assessment
SpEd: Create a plan to increase performance in core academic courses	2016-2018	Administrators Special Ed. Director Staff	Spec. Ed. Federal/ local funds	Needs assessment	Increased performance on state assessment
Continue to provide staff development to staff members who work with special education students in the areas of, but not limited to: CPI techniques, confidentiality, ARD process, maintenance of records, and academic support	2016-2018	Special Education Director Administrators	Sp. Ed. funds	Action plan Feedback from sessions	Agendas/sign-in sheets
Continue to provide staff development that is research-based to support economically disadvantaged students.	2016-2018	Administrators	Program information	Action Plan	Agenda/Sign in sheets
SpEd.: Continue to hold Parent Informational sessions	2016-2018	Sp. Ed. Director Teachers	Sp. Ed. funds	Action Plan	Agenda/sign-in sheets
Continue to provide staff development on disaggregation of state assessment/ CBA data to determine strengths and weaknesses to design instruction for all students	2016-2018	Administrators	Eduphoria: Local Funds	Action Plan	Agenda/sign-in sheets Improved performance on state

GOAL 1: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 5: The district will provide a well-balanced curriculum along with appropriate programs for all students.
STATE OBJECTIVE: 1, 2, 4, 5, 7, 9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
and student groups.					assessment
Increase SAT/ACT scores – SAT Preparation classes at HS	2016-2018	Administrators Staff	High School Allotment	Increase students taking ACT/SAT prep course	Increase in 2015-2016 SAT/ACT scores, participation rate
The homeless liaison will work with the PEIMS registrar to appropriately identify students that are homeless. Supplemental resources and materials will be provided as needed.	2016-2018	Administrators PEIMS Registrar	Local funds	Action Plan	Registration paperwork
Incentive programs in place on each campus for students meeting academic/attendance goals.	2016-2018	Administrators Teachers	Local Funds	Needs Assessment Teacher Input	Acknowledging student achievement/increase motivation

GOAL 1: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 6: Buna ISD will analyze the Performance-Based Monitoring Analysis System data to implement appropriate strategies for improving performance concerns identified by the data at Level 1 or higher.
STATE OBJECTIVE: 1, 2, 4, 5, 7, 9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
NCLB: Increased success Writing 3-8, Title I (Level 1)	2016-2018	Teachers Administrators Curriculum Director	Local Funds	Data disaggregation CBA Data Center/group/differentiated instruction PLCs	Student success STAAR
Sp. Ed 3-8 : Increase success in Math and Reading (Level 3), Science (Level 2), and Writing (Level 4) Sp. Ed EOC: Increase Success in Math (Level 4), Science (Level 3), ELAR (Level 4)	2016-2018	Teachers Administrators Curriculum Director Special Ed. Director	Special Ed Funds	Data Disaggregation CBA Data Needs Assessment Differentiated Instruction, Centers, prescriptive intervention, small group, STAAR Prep materials and programs, Training for Teachers /Inclusion Aides/Address Staffing and Scheduling Concerns	Student Success/ Improvement on STAAR Assessment
HS: CTE – Increase STAAR EOC passing rate in math, science, and ELAR (Level 1)	2016-2018	CTE Director Administrators Teachers	Local funds	Needs Assessment	Increase in performance on STAAR
HS: CTE – Increase Course Completion for Males in non-traditional courses (Level 1)	2016-2018	CTE Director Administrators Teachers	CTE Funds/Perkins	Needs Assessment	Increase in numbers of completion

GOAL 1: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement

STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 6: Buna ISD will analyze the Safeguard data to implement appropriate strategies for improving performance concerns identified.

STATE OBJECTIVE: 1, 2, 4, 5, 7, 9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
BES and BJHS: (Continuation) Increase Writing within Econ. Disadvantaged populations through center/group/ differentiated instruction/writing lab/flexible scheduling to allow additional instructional time/vertical meetings/teacher training/new materials	2016-2018	Curriculum Director Principals Teachers JH: Consultant (PSP)	Local Funds Title funds Empowering Writers Gretchen Bernaby Jennifer Sevarello Writing Book	Data disaggregation CBA Data Growth charts	Student success/improvement on STAAR
BES: Increase performance in Reading and Math in the special education population, and in Writing in white and economically disadvantaged population.	2016-2018	Curriculum Director Principals Teachers	Title Funds Local Funds	Data Disaggregation CBA Data Growth Charts	Student success/improvement on STAAR
BJHS: Increase performance in Reading, Math, Writing, Science, and Social Studies within the Econ. Disadvantaged population, in Reading and Math in the special ed. Population, and in Social Studies in the all students and white populations.	2016-2018	Curriculum Director Principals Teachers Consultant (PSP)	Local Funds	Data Disaggregation CBA Data Growth Charts Goal-setting conferences with students	Student success/improvement on STAAR
BHS: Increase performance in Reading – special ed population and Math – Economically Disadvantaged students.	2016-2018	Curriculum Director Principals Teachers	Local Funds	Data Disaggregation CBA Data	Student success/improvement on STAAR
BISD: Increase performance in Reading and	2016-2018	Curriculum Director	Local Funds	Data Disaggregation	Student

GOAL 1: STUDENT: CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT: Increase student achievement
 STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 1

OBJECTIVE 6: Buna ISD will analyze the Safeguard data to implement appropriate strategies for improving performance concerns identified.
 STATE OBJECTIVE: 1, 2, 4, 5,7 ,9, 10

E.S.E.A: 1, 2, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Math in the special education and African American populations, in Writing – economically disadvantaged population, and Science – Special ed. Population.		Principals Teachers		CBA Data	success/improvement on STAAR

GOAL II: LEADERSHIP: District Leadership will be focused on a quality instructional program and the importance of education within the community. Buna ISD will promote a culture of excellence, through high expectations and accountability for students, faculty, and staff.
STATE GOAL: 1, 2, 3, 4 **BOARD GOAL:** 2

OBJECTIVE 1: The district will provide education and preventative measures for unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles.
STATE OBJECTIVE: 8

E.S.E.A: 4

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Address discipline measures to prevent unwanted aggression in Code of Conduct and Student Handbooks.	2016-2018	Principals	Code of Conduct	Review of discipline records.	Reduction in discipline referrals
Crisis Prevention Intervention (CPI) training of SpEd and other needed personnel	2016-2018	Administrators Teachers	Local & Sp. Ed. Funds	Action Plan	Certificate of Completion
Character Development Program Staff Development - School Culture/Climate	2016-2018	Administrators Counselors Teachers	Local Funds	Action Plan	Documented Plan
All campuses will continue to recognize students who consistently demonstrate positive character traits	2016-2018	Teachers Counselors Administrators	Local Funds	Action Plan	Documentation
District plan addresses bullying/sexual abuse/dating violence/harassment to reflect changes in the ed. law	2016-2018	Administrators Counselors Teachers	Personnel	Plan on district website	Reduction in incidents

Continual training and activities in place to support counseling staff with violence prevention, character education, resiliency, conflict resolution, dating violence, and safety, bullying, child abuse, sexual abuse. Counseling services provided to identified students as needed.	2016-2018	Principals Counselors Teachers Staff	Local Funds- Onsite and online trainings	Action Plan Schedule for completion	Sign in sheets Certificates of completion Record of campus activities Individual counseling as needed.
Drug prevention activities will be available at each campus; drug dog program	2016-2018	Administrators Counselors Committee members	Local Funds	Documentation of activities/drug dog	No drugs
Crisis Management is updated and operational for the district	2016-2018	EOP Administrator	District Funds	Logs of drills Agendas/Plan	Web site
DAEP will be utilized for the purpose of maintaining a safe and disciplined campus.	2016-2018	Administrators Counselors	Local Funds	Documentation of students assigned to	Reduction of students in DAEP
Mental Health and Education (SB 460) plan	2016-2018	Curriculum Dir./Counselors	Local Funds	Handouts/protocol	Agenda/sign in sheets

GOAL III: COMMUNITY RELATIONS: The district will promote and support district pride and tradition in a manner that appeals to our students, parents, and community.

STATE GOAL:1,2,3,4 BOARD GOAL: 3

OBJECTIVE: The district will encourage parental and community involvement in the schools.

STATE OBJECTIVE: 1

E.S.E.A: 1, 5

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
The District will disseminate information via the Buna ISD webpage and provide families with access to important information in a language they understand.	2016-2018	IT Director Administrators	Local Funds Technology Funds	Needs assessment	Policies and plans available online
An open door policy will be maintained at each campus to provide stakeholders easy access to administrators	2016-2018	Administrators Office Personnel	Local funds	Action plan	Good community relations
Conduct Open House/Parent night activities on each campus that introduces staff, programs and facilities.	2016-2018	Administrators	Local Funds	Action plan	Sign-in sheets
Establish communications with local media and businesses to support campus programs.	2016-2018	Superintendent	Internet Web Site	Articles in local paper District newsletter	Survey: open communication
Provide career education options to students and parents through the Career Cruising program.	2016-2018	Administrators CTE Teachers Counselors	CTE Funds Local Funds	Online program; students in 6-12 uploaded into system	Student data report
Parent conferences to maintain student success, positive parent contact	2016-2018	Administrators Teachers Counselor	Parent conference days, Conf. time Meetings, after school meetings, letters, emails, and telephone calls	Conference documentation, telephone call documentation	Sign-in sheets
District website: Parent/Community friendly offering Updated information, Parent Portal, Lunch Money Now, Gradebook	2016-2018	IT Director Administrators	Local Funds	Action plan	District Website
Volunteer Programs to promote parent involvement	2016-2018	Administrators	Parent/teacher organizations	Action Plan	Documentation of Volunteer Hours

Campus/District Improvement Committees allow for parent and community involvement	2016-2018	Administrators	Site base membership	Site base rosters Action plan	Agendas Meeting Minutes Sign in sheets
District/Campus/Community Unity Project	2016-2018	Administrators Teachers	Local Funds	Action Plan	Completed Projects: Food drive, Toy drive, Pennies for Patients
Student Mentors/peer assistants	2016-2018	Administrators Teachers	Local Funds	Action Plan	Documentation of plan implemented
Parent Newsletters	2016-2018	Administrators	Title I Funds Local Funds	Action Plan	Newsletters sent home and on Web
BES: Home-School Compacts and Parental Involvement Program will be reviewed annually with the input from parents. The campus will provide parents with copies of student handbook, parental involvement policy, and the Title 1 Parent Home-School Compact.	2016-2018	Administrator	Title 1 funds	Action Plan	Agendas/Sign-in sheets for required meetings
Parent will collaborate with the District to implement wellness programs and procedures through the School Health Advisory Council (SHAC).	2016-2018	Administrators District nurses	Local funds	SHAC Plan	Agendas/Sign-in Sheets, record of required PE minutes

GOAL IV: OPERATIONS: Student and Staff safety will continue to be a priority in design and usage of all facilities. Preventative maintenance will be stressed to maximize the life of existing facilities and to be good stewards of taxpayer dollars.

STATE GOAL: 1,2,3,4 BOARD GOAL: 2

OBJECTIVE 2: Safe and adequate facilities will be provided.

STATE OBJECTIVE: 8

E.S.E.A: 4

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Energy Management Plan	2016-2018	Chief Operations Officer Administration Staff	Local Funds	Action Plan	Reduction in energy usage from 2015-16.
Maintenance/renovation of current facilities –	2016-2018	Special Services Director Chief Operations Officer Superintendent	Local Funds	Action Plan	Improved Facilities
Monthly Walk-Through of Facilities to Identify areas to address	2016-2018	Special Services Director Custodian Supervisor	Staff Time	Action Plan	Documentation
Use Eduphoria Helpdesk for Work Jobs/Supplies used in Maintenance	2016-2018	Special Services Director Custodian Supervisor Technology Director	Eduphoria	Implement Process	Documentation in Eduphoria

GOAL IV: The district will continue to maintain fiscal responsibility and accountability.

STATE GOALS: 1, 2, 3, 4 BOARD GOAL: 4

OBJECTIVE: Buna ISD will be efficient managers of all district revenues by targeting expenditures through careful planning and goal setting strategies.
STATE OBJECTIVE: 4

E.S.E.A: 4

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Use the budget planning cycle	2016-2018	Chief Operations Officer	Budget Documents	Calendar	Completed budget
Utilize facilities to capacity	2016-2018	Campus Administrators Chief Operations Officer	Expenditure data Region 5 ESC	Needs assessment	Building usage report
Educate faculty and staff members to the need for conservation districts to determine optimum performance	2016-2018	BISD faculty and staff	TEA Reports TASB	Action Plan	Reduction in Electricity usage
Staffing will be compared to state recommended levels and similar districts to determine optimum performance	2016-2018	Superintendent	TAPR Report	Needs assessment	Appropriate staff numbers
Efficient managers of all district revenues by targeting expenditures	2016-2018	Administrators	TAPR Report	Goal Setting	Strategic Plan
Earn a Superior Achievement for the Financial Integrity System of Texas	2016-2018	Personnel Chief Operations Officer	Personnel FIRST Report	Action Plan	Rating
Create guidelines for activity fund management and fund raising guidelines	2016-2018	Chief Operations Officer	Personnel	Action Plan	Guidelines
Identify Plan for a Balanced Budget. Coordinate local, state, and federal programs to provide appropriate programs, instruction, and services to all students.	2016-2018	Administrators	TxEIS	Feb. report	Balanced budget August 2016

GOAL V: PERSONNEL: Recruit, retain, and support quality employees

STATE GOAL: 1, 2, 3, 4 BOARD GOAL: 5

OBJECTIVE I: Buna ISD will recruit and retain the best highly qualified staff to improve teacher performance.

STATE OBJECTIVE: 6

E.S.E.A: 3

Strategies	Time Line	Person(s) Responsible	Resource	Formative	Summative
Campus administrator will provide highly qualified documentation on each teacher	2016-2018	Administrators	Certification reports	Needs assessment	Certification Documentation
Employee Recognition Program	2016-2018	Administrators	Local Funds	Action Plan	Increase teacher recognition
Conduct recruitment activities, such as participation in Job Fairs, maintain an active web page of current job openings, employment procedures	2016-2018	Superintendent Principals	Local Funds	Exit interview data	Administrative guidelines, web site, attend job fairs to recruit
New Teachers assigned mentor teachers/Mentor program established/Professional development opportunities for new teachers	2016-2018	Administrators	Training materials and support	Action Plan	Sign In Sheets Handouts/agendas
Web-Based Personnel Program	2016-2018	Superintendent	Local Funds	Action Plan	Operational
Encourage current teachers to earn additional certification in area of District need	2016-2018	Superintendent	Title II Funds	Needs assessment	Meet Standard on Certification Test
Develop three year plan that includes sustaining district initiatives and incorporates new focus	2016-2018	Administrators Superintendent	Personnel	Needs assessment	Action Plan
Complete a professional development plan that identifies levels of development and a common core of trainings to insure consistency between and among staff	2016-2018	Administrators Superintendent	Personnel	Needs assessment	Documented Plan
Provide instructional leadership opportunities for all asst. principals	2016-2018	Superintendent Principals	Local Funds Title II Funds	Action Plan	Certificates Sign-in sheets
Teachers trained in T-TESS (Texas Teacher Evaluation and Support System)/Goal-setting	2016-2018	Principals Teachers	Local Funds Eduphoria	Goal Setting with Principals	Teacher Evaluations showing growth.

to meet needs of teachers/positively impact students.					
Provide Substitute Training	2016-2018	Superintendent designee	Local Funds	Action Plan	Sign-in sheets
Provide professional development for teachers and paraprofessionals	2016-2018	Administrators	Local & Title Funds	Needs assessment	Certificates
HS: Ready, Set, Teach program continues	2016-2018	Administrators	CTE Funds	Future teachers	Course Enrollment

GLOSSARY OF EDUCATIONAL ACRONYMS

- ACT** The ACT Assessment® is designed by ACT, Inc. (<http://www.act.org>) to assess high school students' general educational development and their ability to complete college-level work. The examination covers four academic skill areas: English, Mathematics, Reading, and Science Reasoning. Participation in and performance on the ACT are indicators in the Texas public school Academic Excellence Indicator System.
- AP** Advanced Placement: The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. It provides high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. Typically, courses and examinations are taken by 11th and 12th grade students.
- ARD** Admission, Review, and Dismissal Committee: The admission, review and dismissal committee is composed of a student's parent(s) or student, and school personnel who are involved with the student. The ARD committee determines a student's eligibility to receive special education services and develops the individualized education program for the student.
- AYP** Adequate Yearly Progress: Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state is evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle schools).
- ELL/ESL** English Language Learner/English as a Second Language Students whose native language is other than English
- ESC** Education Service Center: There are twenty service centers that serve the Texas educational needs. Education service centers are a non-regulatory agency that collaborate and serve schools. Education Service Centers serve as a liaison between the Texas Education Agency and the local schools districts and the schools they serve by disseminating information, conducting training and consultation for both federal and state programs. The Education Service Center for our region is ESC V located in Beaumont/Silsbee.

LPAC	<u>Language Proficiency Assessment Committee:</u> The Language Proficiency Assessment Committee is responsible for assuring that each student who speaks a language other than English in our schools is provided a language support program that best meets the needs of that student. LPAC committees are composed of administrators, teachers, and the parent of a limited English Proficient student. The LPAC serves as the students' advocate to make certain they receive the appropriate services.
NCLB	<u>No Child Left Behind:</u> A federal law enacted in 2001 which required districts to test students in reading and math beginning in 3rd grade, with science assessments added in 2009-2010. The law requires schools and district to make "Adequate Yearly Progress (AYP)" or face sanctions. The law also requires that 100% of the core area teachers be highly qualified, as defined by the state education agency (with federal government approval), by the end of school year 2005-2006.
PGP	<u>Personal Graduation Plan:</u> An intervention plan developed by the campus for students in grades 8-12 who did not meet the passing standard on the Texas Assessment of Knowledge and Skills test or any student who is at risk of not graduating from high school.
PBIS	<u>Positive Behavior Interventions Support:</u> Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
PBMAS	<u>Performance-Based Monitoring Analysis System:</u> Is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act).
SAT	The SAT® is developed by the College Board (http://www.collegeboard.com) to assess high school students' readiness for college-level work. Participation is voluntary. Students can choose to take the test multiple times. Participation in and performance on the SAT are indicators in the Texas public school Academic Excellence Indicator System.
STAAR	Beginning in spring 2012, the <u>State of Texas Assessments of Academic Readiness (STAAR™)</u> will replace the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program at grades 3–8 will assess the same subjects and grades that are currently assessed on TAKS. At high school, however, grade-specific assessments will be replaced with 12 end-of-course (EOC) assessments: Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.
STAAR Alternate	The Texas Education Agency (TEA) has developed the <u>State of Texas Assessments of Academic Readiness Alternate (STAAR™ Alternate)</u> to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. STAAR Alternate is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.
TAPR	The Texas Academic Performance Reports (TAPR) combine details of district and campus academic performance with financial reports and information about staff, programs, and demographics.
TEA	<u>Texas Education Agency:</u> The Texas education Agency is the state agency responsible for the state supervision of public elementary and secondary schools.
TEC	<u>Texas Education Code:</u> The Texas Education Code (TEC) contains most of the statutes passed by the Texas Legislature that directly affect education.
TEKS	<u>Texas Essential Knowledge and Skills:</u> The Texas Essential Knowledge and Skills identify what Texas students should know and be able to do at every grade level and in every course in the required curriculum as they move through the public schools.

TELPAS

Texas English Language Proficiency Assessment System: TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language. The TELPAS assessment measures student proficiency in listening, speaking, reading and writing.