



***Celeste Independent School District***

***District Improvement Plan***

***2014-2015***

***November 20<sup>th</sup> 2014***

**Date Approved by CISD School Board**

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# **District Improvement Plan Committee Members**

## **Celeste Independent School District**

### **Elementary School Representatives**

Kim Rhoden  
Ariel Tucker

### **High School Representatives**

Crystal Brown  
Stephen Dillard  
Rhonda Hackler

### **Junior High School Representatives**

Nichole Hicks  
Stacey Bowe

### **Business/Community/Parent Representatives**

Nancy Myers  
Ryon Gillam  
Kim Sherwin  
Jap Garcia  
Stephanie Dunn

### **Administration Representatives**

Brad Connelly	Superintendent
Ben Frieling	High School Principal
Stacie Beadles	Junior High Principal
Jenny Martin	Elementary Principal
Julie Dillard	Technology Director

## **Mission Statement**

The mission of Celeste Independent School District is “To prepare all students to live and work in an ever-changing society. The school will provide a positive, supportive environment in which all students will acquire a knowledge base on which to build lifelong learning.”

## **District Profile**

Celeste is a rural agricultural community located in the Northwest corner of Hunt County. Due to the lack of industry, most families commute outside the district to find employment. Celeste ISD is a 2A school district that consists of three campuses: Elementary, Junior High, and High School. The current total enrollment of students Pre-K through 12<sup>th</sup> grade for the 2014-2015 school year is 454 students. The demographical breakdown of the district is comprised of 84.6% Caucasian, 10.5% Hispanic, 1.6% African American, .6 Native American, .6 Asian, 2.1 two or more races. During the 2014-2015 school year the Jr. High and the Elementary campuses will operated as Title 1 campuses. Each campus will provide a variety of instructional strategies to address academic needs in reading, mathematics, social studies, and science.

## **Data Reviewed**

Various data sources were reviewed to determine the needs of the district for the 2014-2015 school year. The sources were 2012-13 TAPR Reports, State Accountability, Federal Accountability Data for AYP, TAKS/STAAR, District PEIMS reports, district retention rate, district discipline referral data, State PBM levels, District Technology Plan, Anecdotal accounts, 2013-2014 District Improvement Plan, and PS3221 of NCLB.

## **Conclusions**

We found that all campuses are in close proximity resulting in collaboration, shared facilities, staff, activities and events. This leads to continuous relationships between students, teachers and parents throughout the child's educational career. This can be seen in the 100% completion rate of seniors in the high school.

## **Strengths/Weaknesses**

### **Student**

#### Strengths:

- Drop-out and completion rate at the high school
- Large number of students participate in extracurricular activities
- School attendance of students

#### Weaknesses:

- Low percentage of advanced performance on STAAR
- Percentage of students taking STAAR-M
- Elementary 3<sup>rd</sup> and 4<sup>th</sup> grade math scores are low
- Lack of technology in the home for some students

### **Parents/Community**

#### Strengths:

- Parent participation at the Elementary is high
- There are numerous opportunities for participation in school activities
- Business are supportive of the district
- Communication through school messenger

#### Weaknesses:

- Parental involvement decreases as students make progress through the grade levels
- A need for increased awareness and access to resources available to parents and community members
- Lack of participation in PTL
- Language barriers with Hispanic parents

## **Staff**

### Strengths:

- Teachers working extended days to tutor students when needed
- Horizontal teaming
- Use of technology to facilitate teaching

### Weaknesses:

- Each campus does not have a full time Counselor
- Vertical alignment
- Ability to communicate with non-English speaking parents

## **Facilities**

### Strengths:

- All facilities are well maintained and repairs are completed in a timely manner
- All campuses are in close proximity resulting in collaboration, and shared activities and events

### Weaknesses:

- Football Stadium needs repairs.
- Limited storage areas

## Identified Needs

- \*\*Students not meeting the standard at the Elementary in Math
- \*\*Too many Special Education students taking an alternative assessment
- \*\*Special Education students not being successful on ALT assessment

## 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 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)*

## Follow- Up Meetings

A follow-up meeting will be held during the year to review, evaluate, and revise the District Improvement Plan.

## 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

The process we use to identify students at risk is:

Celeste Independent School District uses the State of Texas Student Eligibility Criteria listed on page 10 of this document to identify students at risk.

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

If a student successfully meets the standards on all parts of the TAKS/STAAR test, and/or earns an average of 70 and above on the foundation subjects in the preceding semester, and/or exits from the ESL program the previous semester, they will not be considered to be an at risk student for the following year.

*At Celeste Independent Schools State Compensatory Funds are used to support Title I initiatives.*

## 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
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.

## **Title I School-wide Components**

1. Comprehensive needs assessment.
2. School wide reform strategies that are based on scientifically based research.
3. Instruction by highly qualified staff.
4. High-quality and on-going professional development.
5. Strategies to attract high-quality highly qualified teachers to high-needs schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State and local services and programs.

## **No Child Left Behind**

“The No Child Left Behind Act of 2001 recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- have highly qualified teachers and principals;
- provide a learning environment that is safe and drug free, and conducive to learning; and
- are accountable to the public for results.”

## **PERFORMANCE GOALS**

**Performance Goal 1:** High TAKS/STAAR performance standards for all groups in Reading/Language Arts, Social Studies, Science, and Math will be maintained.

**Performance Goal 2:** All students will be taught by highly qualified teachers, principals, and para-professionals.

**Performance Goal 3:** All students in Celeste ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Performance Goal 4:** All students in Celeste ISD will graduate from High School

**Performance Goal 5:** Improve school/parent communication and school/community involvement.

**Performance Goal 6:** Exceed or attain an attendance rate of 97%.

**Performance Goal 7:** The district will meet the state standard for number of students taking the SAT/ACT and scoring at or above state.

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

<b><i>Program/Funding Source</i></b>
<b><i>Federal Programs</i></b>
Title I, Fund 211
Title II, Fund 255
Reap Fund 270
<b><i>State Programs/Funding Source</i></b>
Career and Technology Education Fund 22
Texas Student Success Initiative
State Compensatory Education Fund 24
Gifted/Talented Fund 21
Special Education Fund 23
Bilingual/ESL Program 25
HS Allotment Program
Parent Involvement 61

## **Comprehensive Needs Assessment Data Sources Examined**

2012-2013 TAPR Reports  
Federal Accountability Data  
STAAR/TAKS Data—Disaggregated  
Student Attendance Data  
Parent, Community, Teacher, and/or Student Input  
Security Audit  
PBMAS reports and SPP Data

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

<b>Areas of Concern</b>	<b>Data Source</b>
3 <sup>rd</sup> and 4 <sup>th</sup> grade Math Attendance district wide. At-risk and economically disadvantaged subgroups are of greatest concern.	STAAR Data Student attendance data
Completion rate and elimination of GED students Improve ACT/SAT scores Communication with community Students lack of internet connection at home	Accountability reports Accountability reports Committee reports Student Survey's

**District Goal 1:** High TAKS/STARR performance standards for all groups in Reading/Language Arts, Social Studies, Science and Math will be maintained.

**NCLB GOAL #1,2**

**Objective 1:** 1.Economically Disadvantaged students will improve to 90% passing in TAKS/STARR reading.

2. Math TAKS/STARR scores will improve to 90% passing in all grades
3. Maintain and improve the district’s average of 90% passing in reading and writing.
4. The district will meet standards on the Texas Education Agency Accountability Rating System.

**Summative Evaluation:** Students will maintain 90% passing on TAKS/STARR, meet ARD expectations, and the District will Meet Standard on the TAPR

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Provide staff development training on instructional strategies and teaching practices that target at-risk students and special populations	Title II funds, (255), TPTR, Region 10 ESC, Title V Funds	Staff Development attendance, Report Card, Grades, Progress Reports, Informal Observations	Training Dates, Principal Observation	Campus Principal	STAAR/EOC SCORES
Provide extended year programs for Math and Language Arts.  Provide online instruction in the area of Math	Title I funds, (211), (270) REAP, (255) Title II	Report Cards, Attendance, STARR Testing, TPRI, Mat Testing	June	Teachers	Improved STARR/EOC scores
Provide in-school and after school tutorials for at-risk, sped, ESL,LEP, Title1 and economically disadvantaged students.	Title 1 Funds, (211), SCE funds (24), Title II funds	Informal observations, Six weeks grades	Daily, Weekly	Teachers, Campus Principal	Improved STARR/EOC scores

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Integrate Technology into the district's curriculum and equip all classrooms with technology necessary for integration. Move to the "Advanced Teach" level of the STAR Chart.	Local Funds, Technology Lending Program Grant	Lesson Plans, informal observations, workshop attendance, Hardware and Software upgrades	Weekly principal observations, Workshop certificates, STAR chart summary. Grant Updates	Campus Principals, Technology Director.	EOC/STARR scores, Mastery of TEKS for Technology Applications. Student projects, Annual Technology Survey.
Provide comprehensive staff development for all EOC/STARR tested subjects. Including vertical alignment.	Region 10 ESC, TPTR	Verification of Attendance	August 2014-August 2015.	Campus Principal	EOC/STARR scores.
Provide Staff Development training on instructional strategies and teaching practices that target ESL students.	Region 10 ESC, ESL (25), Title I	Staff Development attendance, report card grades, progress reports.	Training Dates, Principal Observations	Campus Principal	EOC/STARR scores.
Transition from G/T pullout program to technology-based four core subject area program.	G/T funds (21)	Student work, Semester Reports	Six Weeks	Principal, GT teachers.	Student Portfolio.
Provide Accelerated Math, Reading and Focus on Reading computer programs to assure adequate yearly progress in math and language arts courses.	REAP (270)	Student work, reports from software.	Six Weeks	Teachers, Principal	EOC/STARR scores and reports from software.

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Support special education through inclusion, resource program, content mastery, and other related services.	SPED funds (23)	Informal observations, report cards, progress reports, content mastery log.	6 weeks, as scheduled, daily	Campus Principals, Sped. Teachers.	SPED assessment. EOC/STARR alternative Test.
Provide comprehensive career and technology programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	CATE funds, (22) Local, HDH coop.	Courses offered, student follow up, # of dual credit CATE classes	6 weeks, semester	Campus Principals	Course Completion, Job Placement
Utilize technology in the homes and as a presentation accommodation for special education students to allow them access to general education curriculum in alternative formats other than regular print. This includes use of interactive whiteboards, slates, active response devices, IPADS, Hotspots and notebook computers.	Title 1, Texas Lending program grant, Local	Lesson Plans, Informal observations, workshops attendance, Device checkout sheet.	Daily, and 6 weeks	Campus Principal, Technology Director	Increase student achievement, Increase low socio-economically students ability to utilize technology in the home. Increase number of mainstreamed Sped. Students.
Create a blended flexible high school graduation plan offering a combination of online and virtual courses blended with traditional courses.	Texas Virtual School. Local	Number of virtual and online courses enrolled each semester.	Semester	High School Counselor and Principal	Number of courses completed.

**District Goal 2:** In Celeste 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 continue to be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained. High quality provisional development training will be provided to the principals, teachers, and paraprofessionals.

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

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Actively recruit highly qualified teachers, professionals, and paraprofessionals	Region 10 Teacher Job Network. Local Contacts	Use TJN, Local connections to Universities.	On-going	Principals, Region 10, local colleges and universities	100% core academic classes taught by highly qualified teachers, 100% paraprofessional meet NCLB requirements
Will provide on-going staff development opportunities to improve student achievement through use of disaggregated data and best practice research	Region 10, Local Programs	Sign-In Sheets	End of each semester	Principals, Region X , TRS	Increased student performance
Ensure that teachers have the required State credentials and notify parents/community if a teacher is not appropriately certified within the first twenty days of school	Hunt Co. Coop	Annual Audit	First twenty days of school, On-going review of credentials of all staff members, annual review of applications and interview process	Principals, Region X, Texas A&M University-Commerce, SBEC. Hunt Co. COOP	PDAS, exit level test, certification renewal documentation

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATINO</b>
Will recruit and retain highly qualified teachers by maintaining competitive salaries and stipends for core subjects	Local	Principals, Central Office Evaluations.	AEIS data, District Service awards	Principals, Region X Universities, district webpage	Successful student achievement, Mentoring teaming and collaboration
Provide GT and ESL training and coordination of GT and ESL programs	Region 10, Local	Region 10 Training	Throughout 2014-2015 school year	Principals, Region X, Universities	Evaluation of program, student success

**District Goal 3:** All students in Celeste ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** By May 2015, the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2014 as measured by PEIMS and number of discipline referrals by 10%. Improve school climate with positive incentive rewards.

**Summative Evaluation:** There is a reduction in both incidents noted in discipline referrals.

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Provide bully prevention training for staff who has not been trained	Region 10, Local	Curriculum Presentations, Local Presentations.	Monitor: End of each semester	Principals	Reduction in the number of bullying incidents and office referrals
Crisis Intervention Teams will be trained on each campus	Region 10, Local	Principals, teachers, counselors,	Annually	Region 10, Principals	Reduction in number of repetitive discipline referrals
Will continue health and nutrition programs to decrease child obesity and improve a child welfare	Local	SHAC program, Foods of minimal nutritional values guidelines.	On going	Principals, Nurse, P.E. teachers, classroom teachers, Food Service Dir.	Decrease in referrals to the nurse. Increase number of students eating in Cafeteria.
Will continue Red Ribbon Week focused on drug prevention/bully awareness	Local	Region 10 and Curriculum Presentations.	October 2014	Principals, counselors, Curriculum presentations	Reduced numbers of students involved in drug, alcohol and tobacco use
Training for district staff to include suicide prevention, child abuse, sexual abuse, and maltreatment, and includes all the requirements of SB939.	Region 10, Title 1, Local	Region 10 and Curriculum Presentations.	October 2013	Principals, counselors, Curriculum presentations	Sign in sheets and certificates of completion

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Random drug testing of extracurricular and driving students. Random drug searches of parking lot/classrooms with drug dog	Local funds	Incident Reports	October, every 60 days	Principals, counselors, Inter-Quest, Forwarding Edge Drug Testing	Results of random drug testing for students who drive and are involved in extra-curricular activities
Mandatory background checks of all district volunteers	Local funds	Central Office Checks	On going	Principal, Central Office Staff	Safety Audit

**District Goal 4:** All students in Celeste ISD will graduate from high school.

**NCLB GOAL #5**

**Objective 1:** Will continue a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 85%.

**Summative Evaluation:** Dropout rate of less than 1% and a completion rate of at least 85%.

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	SCE funds (24)	Principal, teachers, Special Education, Counselors	End of each semester	Campus Principal, Counselor.	Successful completion of course work to recover credits
Provide other options and alternatives to students who are at risk of dropping out of school.	SCE Funds (24)	Attendance Reports, Report Cards, Grad Point assessment	Monthly	Campus Principal, Counselor.	End of year report.
Contact student and/or parents of students who are absent from school by phone	Local Funds	Absentee reports	Daily	Campus Principal	Accountability Report, Dropout Rate
Provide awareness to careers that are specific to a trade through career day	Local Funds	Sign in Sheets	Monthly	Campus Principal, Counselor	Sign in sheets

**District Goal 5:** Parents and Community will be partners in the education of students in Celeste ISD.

**Objective 1:** By May 2015, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

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

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Provide State assessment results to parents in a language they can understand	Local Funds	State Reports	Within 10 days of receipt of reports	Principals	Parents receive reports of assessment results
Will have surveys for parents to have input during the year	Local Funds	Record of parent surveys completed	May 2015	Principals	Parent involvement, input from parents on schools
Will revise and improve the written parental involvement policy and school-parent compact and have an annual review of campus parental involvement plans to determine effectiveness and revise as needed	Local Funds	Sign-in Sheets, Parent acknowledgement letter in Student Handbook	Annually	Principals, teachers, Title I Teacher, Title I Parent Committees	Parent involvement in Title I meeting and conferences
Provide campus parent involvement opportunities	Local Funds	Increased attendance	On-Going	Principals	Annual reviews and surveys.

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELING</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Will inform parents of State's academic content, assessment, and achievement standards and will disseminate to parents an annual review of whether the campuses are meeting standards	Local Funds	Reports from testing company, State brochures, Region 10	Annually	Principal	Parents receive report of assessment results
Will continue to improve communications between school and parents to ensure that information is in a language parents can understand and proof that parents are aware that they have the right to know their child's teachers professional qualifications	Local	State brochures, campus translators	On going	Principal, Teachers	Parents receive report of assessment results
Utilize school electronic messaging system	Local	Increase attendance	On going	Principals	Annual reviews and surveys.

**District Goal 6 :** Meet or exceed an attendance rate of 97%.

**OBJECTIVE 1:** Celeste ISD will maintain or improve the attendance rate of 97% for the current school year.

**Summative Evaluation:** The district will meet or exceed the attendance rate of 97%.

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Contact students and/or parents who are absent	Local Funds	Absentee reports	Weekly	Principals, campus secretaries.	District Reports, Supt. Summary Reports
Provide Saturday school or “make up” days for students with excessive absences.	Local Funds	Saturday school/Make-up attendance reports	Monthly	Principal	Report cards, Increased student performance. Number of students regaining credit.
Provide Certificates and other rewards for students with perfect attendance.	Local Funds	Attendance Reports	Monthly	Principal	Percentage of students receiving awards.

**District Goal #7:** The district will meet the state standard for number of students taking the SAT and ACT and scoring at or above the state average.

**NCLB Goal # 1,2**

**OBJECTIVES:** The district will increase the number of students taking the ACT/SAT. The district will increase the percent of students scoring at or above the state average.

**Summative Evaluation:** The district will meet the state standard for number of students taking the SAT/ACT.

<b>STRATEGY</b>	<b>RESOURCE</b>	<b>FORMATIVE EVALUATION</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>	<b>SUMMATIVE EVALUATION</b>
Provide PSAT test for each junior at no cost to the students	Local Funds	List of students taking PSAT.	Fall of Junior year.	Principal, Counselor	SAT/ACT Data
Provide preparation tutorial program for ACT and SAT exams.	Grad Point Lab. Local Funds	Number of students taking the tutorial program.	School Year	Principal, Counselor	Improvement in ACT/SAT scores.
Provide incentives for early testing.	College Board	Number of scores returned before mid-term.	Mid-Term, Spring Break, Graduation	Principal, Counselor	Improved Scores

# Glossary of Acronyms

<b>Acronym</b>	<b>Meaning</b>
<b>AEIS</b>	<b>Academic Excellence Indicator System</b>
<b>ARD</b>	<b>Admission, Review, and Dismissal</b>
<b>AYP</b>	<b>Annual Yearly Progress</b>
<b>CMC</b>	<b>Content Mastery Center</b>
<b>CPI</b>	<b>Crisis Prevention Institute</b>
<b>CPR</b>	<b>Cardiopulmonary Resuscitation</b>
<b>TRS</b>	<b>District adopted Curriculum</b>
<b>CTE</b>	<b>Career and Technology Education</b>
<b>EIT</b>	<b>Early Intervention Team</b>
<b>ELAR</b>	<b>English Language Arts and Reading</b>
<b>ELPS</b>	<b>English Language Proficiency Standards</b>
<b>EOC</b>	<b>End of Course</b>
<b>ESC</b>	<b>Education Service Center</b>
<b>ESL</b>	<b>English as a Second Language</b>
<b>HQ</b>	<b>Highly Qualified</b>
<b>ITBS</b>	<b>Iowa Test of Basic Skills</b>
<b>LRE</b>	<b>Least Restrictive Environment</b>
<b>NCLB</b>	<b>No Child Left Behind</b>
<b>PBMAS</b>	<b>Performance Based Monitoring System</b>
<b>RTI</b>	<b>Response to Intervention</b>
<b>SBDM</b>	<b>Site Based Decision Making</b>
<b>SDFS</b>	<b>Safe and Drug Free School</b>
<b>SHAC</b>	<b>School Health Advisory Committee</b>
<b>STAAR</b>	<b>State of Texas Assessments of Academic Readiness</b>
<b>TAKS</b>	<b>Texas Assessment of Knowledge and Skills</b>
<b>TEKS</b>	<b>Texas Essential Knowledge and Skills</b>
<b>TELPAS</b>	<b>Texas English and Language Proficiency Assessment System</b>
<b>** Denotes Missed System Safeguards for District and Junior High Campus</b>	

