

Burkeville Elementary School Campus Improvement plan

2009-2010



Approved: August 25, 2009

Burkeville ISD Board of Trustees

Burkeville ISD does not discriminate on the basis of race, color, religion, gender, or national origin.
El Distrito de la Escuela Independiente de Burkeville no discrimina en raza, color, religion, genero o origen nacional.



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Independent School District Belief Statement

Burkeville ISD believes that the best philosophy of education is expressed by objectives that can be evaluated and communicated. Our school district dedicates itself to the concept that each individual is a unique personality capable of developing spiritual and moral values. It is further believed that each individual is capable of experiencing success and acquiring enthusiasm in the following ways.

Intellectual - the ability to think and act logically and constructively while critically reasoning independently;

Social - a belief in the dignity and worth of each person, and understanding of the common needs of people, and appreciation of American citizenship with its individual freedoms and responsibilities;

Physical - progress in health and environment and an understanding of appropriate and efficient use of time;

Economic and Occupational Competence - training that is broad in scope, yet flexible in content.

Therefore, our philosophy is a belief that excellence in education is best achieved by maintaining high standards for discipline, by providing staff, faculty, and facilities of the highest quality and by providing standards of testing and counseling that will allow individuals to make decisions that will favorably impact their lives.



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Federal and State Programs

Federal Programs

Title I, Part A

(Improving Basic Programs Operated by the District)

Title II, Part A

(Teacher and Principal Training and Recruiting - Region 5 Coop.)

Title II, Part D

(Enhancing Education through Technology)

Title IV

(Safe and Drug-Free Schools - Region V Coop.)

Title V, Part A

(Innovation Programs)

Special Education

State Programs

Accelerated Reading Instruction and Accelerated Math Instruction

Accelerated Reading Program

Bilingual Education/English as a Second Language Education

Career and Technology

Compensatory Education

504 and At Risk Students

High School Allotment

Dyslexia

Gifted and Talented Education

Building Good Citizens for Texas

State Special Education



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Burkeville Independent School District Mission Statement

Burkeville Independent School District is committed to provide opportunities for all students to reach their potential in acquiring and using knowledge and skills for the purpose of making appropriate decisions, pursuing worthwhile personal goals, and contributing positively to society.

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Independent School District 2009-2010 Board of Trustees

President Joe Clark
Vice-President Raymon Lacy
Secretary Glenda Smith

Members J.T. Beard
Micheal Byerly
Ronald Graham
Colinda Love

Burkeville ISD 2009-2010

Site Base Decision Making Members

<u>Position</u>	<u>Middle/High School</u>		<u>Elementary</u>	
	<u>Name</u>	<u>Beginning Date</u>	<u>Name</u>	<u>Beginning Date</u>
Parents	Rhonda Fletcher	Aug-09	Lisa Gill	Aug-09
Community Representatives	Charlie Robinson	August 2009		Aug-09
Business	Gwen Miller	Aug-09		
Classroom Teacher (Core)	Joan Oliver Merriam Oliver Samantha White Patty Lucas	Aug-09 Aug-09 Aug-09 Aug-09	Crystal Day Bertha Bevil Beverly Frederick Eric Bennett	Aug-08 Aug-09 Aug-09 Aug-08
Classroom Teacher (Spec. Ed.) Classroom Aide Classroom Teacher (Voc.) Principals District Counselor Director: State and Federal Programs/Curriculum	Donald Robinson Cheri Sunday Cindy Kay Rosemary Williams Sharon Hogan Keith Langfitt	Aug-09 Aug-09 Aug-07	Bobbie Medley Teresa Meriwether	Aug-08

*Site Base Decision Making Committee will meet approximately four times per school year.

Burkeville ISD Preliminary TAKS Results

Percentage of Students Meeting State Standards 2009

Grade	Reading			Writing			ELA			Math			Science			Social Studies		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
3rd	100	95	91							100	91	91						
4th	96	77	54	83	94	83				64	96	96						
5th	100	100	79							95	85	85	94	81	79			
6th	100	79	95							77	69	69						
7th	80	93	73	93	94	91				74	70	70						
8th	100	96	95							52	78	78	73	81	74	74	100	81
9th	78	100	88							48	46	46						
10th							70	69	82	53	47	58	58	80	88	74	87	96
11th							55	88	93	72	67	60	61	78	77	94	91	87

Components of a Title 1 Schoolwide Program

Burkeville ISD has three campuses:

- Burkeville Elementary School – Title 1 Schoolwide**
- Burkeville Middle School – Title 1 Schoolwide**
- Burkeville High School – Title 1 Schoolwide**

[From http://www.ed.gov/legislation/ESEA/sec1114.html](http://www.ed.gov/legislation/ESEA/sec1114.html)

SEC. 1114. SCHOOLWIDE PROGRAMS.

(a) Use of Funds for Schoolwide Programs.--

(1) In general.--A local educational agency may use funds under this part, in combination with other Federal, State, and local funds, in order to upgrade the entire educational program in a school described in subparagraph (A) or (B) if, for the initial year of the schoolwide program, the school meets either of the following criteria:

(A) For the school year 1995-1996--

- (i) the school serves an eligible school attendance area in which not less than 60 percent of the children are from low-income families; or
- (ii) not less than 60 percent of the children enrolled in the school are from such families.

(B) For the school year 1996-1997 and subsequent years--

- (i) the school serves an eligible school attendance area in which not less than 50 percent of the children are from low-income families; or
- (ii) not less than 50 percent of the children enrolled in the school are from such families.

(2) State assurances.--

(A) A local educational agency may start new schoolwide programs under this section only after the State educational agency provides written information to each local educational agency in the State that demonstrates that such State agency has established the statewide system of support and improvement required by subsections (c)(1) and (e) of section 1117.

(B) A school that desires to initiate a schoolwide program under this section prior to the establishment of the statewide system of support and improvement required in subsections (c)(1) and (e) of section 1117 shall demonstrate to the local educational agency that such school has received high quality technical assistance and support from other providers of assistance such as comprehensive technical assistance centers, regional laboratories, institutions of higher education, educational service agencies, or other local consortia.



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(A) No school participating in a schoolwide program shall be required to identify particular children under this part as eligible to participate in a schoolwide program or to provide supplemental services to such children.

(B) A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

(4) Special rule.--

(A) Except as provided in subsection (b), the Secretary may, through publication of a notice in the Federal Register, exempt schoolwide programs under this section from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary, or any discretionary grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act), to support schoolwide programs, if the intent and purposes of such other programs are met.

(B) A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, gender equity, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State or local educational agencies that apply to the receipt of funds from such programs.

(5) Professional development.--Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.

(b) Components of a Schoolwide Program.--

(1) In general.--A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content standards and the State student performance standards described in section 1111(b)(1).

(B) Schoolwide reform strategies that--

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student performance described in section 1111(b)(1)(D);

(ii) are based on effective means of improving the achievement of children;

(iii) use effective instructional strategies, which may include the integration of vocational and academic learning (including applied learning and team teaching strategies), that--

- the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
- (II) include strategies for meeting the educational needs of historically underserved populations, including girls and women;
- (iv)
- (I) address the needs of all children in the school, but particularly the needs of children who are members of the target population of any program that is included in the schoolwide program, which may include--
- (aa) counseling, pupil services, and mentoring services;
- (bb) college and career awareness and preparation, such as college and career guidance, comprehensive career development, occupational information, enhancement of employability skills and occupational skills, personal finance education, job placement services, and innovative teaching methods which may include applied learning and team teaching strategies;
- (cc) services to prepare students for the transition from school to work, including the formation of partnerships between elementary, middle, and secondary schools and local businesses, and the integration of school-based and work-based learning; and
- (dd) incorporation of gender-equitable methods and practices; and
- (II) address how the school will determine if such needs have been met; and
- (vii) are consistent with, and are designed to implement, the State and local improvement plans, if any, approved under title III of the Goals 2000: Educate America Act.
- (C) Instruction by highly qualified professional staff.
- (D) In accordance with section 1119 and subsection (a)(5), professional development for teachers and aides, and, where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the school to meet the State's student performance standards.
- (E) Strategies to increase parental involvement, such as family literacy services.
- (F) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, or a State-run preschool program, to local elementary school programs.
- (G) Measures to include teachers in the decisions regarding the use of assessments described in section 1112(b)(1) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
- (H) Activities to ensure that students who experience difficulty mastering any of the standards required by section 1111(b) during the course of the school year shall be provided with effective, timely additional assistance, which shall include--
- (i) measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance;

school determines feasible using funds under this part, periodic training for teachers in how to identify such difficulties and to provide assistance to individual students; and
(iii) for any student who has not met such standards, teacher-parent conferences, at which time the teacher and parents shall discuss--

- (I) what the school will do to help the student meet such standards;
- (II) what the parents can do to help the student improve the student's performance; and
- (III) additional assistance which may be available to the student at the school or elsewhere in the community.

(2) Plan.--

(A) Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence before the date of enactment of the Improving America's Schools Act of 1994), in consultation with the local educational agency and its school support team or other technical assistance provider under subsections (c)(1) and (e) of section 1117, a comprehensive plan for reforming the total instructional program in the school that--

- (i) incorporates the components described in paragraph (1);
- (ii) describes how the school will use resources under this part and from other sources to implement those components;
- (iii) includes a list of State and local educational agency programs and other Federal programs under subsection (a)(4) that will be included in the schoolwide program;
- (iv) describes how the school will provide individual student assessment results, including an interpretation of those results, to the parents of a child who participates in the assessment required by section 1111(b)(3);
- (v) provides for the collection of data on the achievement and assessment results of students disaggregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and by children with disabilities as compared to other students, and by economically disadvantaged students as compared to students who are not
- (vi) seeks to produce statistically sound results for each category for which assessment results are disaggregated through the use of oversampling or other means; and
- (vii) provides for the public reporting of disaggregated data only when such reporting is statistically sound.

(B) Plans developed before a State has adopted standards and a set of assessments that meet the criteria in paragraphs (1) and (3) of section 1111(b) shall be based on an analysis of available data on the achievement of students in the school and effective instructional and school improvement practices.

(C) The comprehensive plan shall be--

- (i) developed during a one-year period, unless--
 - (I) the local educational agency, after considering the recommendation of the technical assistance providers under subsections (c) and (e) of section 1117, determines that less time is needed to develop and implement the schoolwide program; or

- ... school is operating a schoolwide program on the day preceding the date of enactment of the Improving America's Schools Act of 1994, in which case such school may continue to operate such program, but shall develop a new plan during the first year of assistance under such Act to reflect the provisions of this section;
- (ii) developed with the involvement of the community to be served and individuals who will carry out such plan, including teachers, principals, other staff, and, where appropriate, pupil services personnel, and parents, and, if the plan relates to a secondary school, students from such school;
 - (iii) in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school;
 - (iv) available to the local educational agency, parents, and the public, and the information contained in such plan shall be translated, to the extent feasible, into any language that a significant percentage of the parents of participating children in the school speak as their primary language; and
 - (v) where appropriate, developed in coordination with programs under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Education Act, and the National and Community Service Act of 1990.

(c) Accountability.--A schoolwide program under this section shall be subject to the school improvement provisions of section 1116.



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Identification of Students in At-Risk Situations

Under local policies, districts may add local criteria to those listed in [Texas Education Code Section 29.081](#). For example, a district may implement local criteria in order to include other students that may fall below grade level because of extenuating circumstances, such as students residing in a homeless shelter or a shelter for battered women. In order to appropriately charge to the state compensatory education allotment supplemental costs for services provided to children identified under local criteria, a district should be able to explain that children identified under local criteria were added to a listing of children that were identified under Texas Education Code Section 29.081. This means that the state compensatory education allotment may not be used to serve students on a particular campus under local criteria, if a district has not identified any students on the same campus that meet any of the criteria in [Texas Education Code Section 29.081](#).

Some judgment is involved when applying local criteria. The larger the proportion of students identified under local criteria in comparison to students meeting the criteria in Texas Education Code Section 29.081, then it will be more difficult to defend the use of local criteria. If local criteria appear to involve more than an incidental benefit to other students then there would be an adverse consequence to students in at-risk situations meeting the criteria in [Texas Education Code Section 29.081](#).

Students in at-risk situations reported through PEIMS must meet the state criteria. Although districts may use additional local criteria to identify students in at-risk situations, students identified using local criteria are not to be reported on PEIMS.



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LE ELEMENTARY SCHOOL PROGRAMS

ial programs to meet the diverse needs of our students:

Curriculum Based Software Programs

- | | | |
|---|------|--|
| * Odysseyware | K-12 | After school/credit retrieval/ 8 th period |
| * Compass Learning | K-12 | Prescriptive/ Individualized Instruction/
Remediation |
| * Reading/Writing/Math | | Prescriptive/ Individualized Instruction
Remediation |
| * Math Academy | | Tutorial/Remediation |
| * HeartBeeps/Power Performance | | |
| * Reading/Writing/Math/Science/Social Studies | | |
| * Sleek | K-10 | Tutorial/Remediation |
| * Reading/Writing/Math | | |
| * STAR Reading | 1-12 | Assessment |
| * STAR Math | 1-12 | Assessment |
| * Accelerated Reader | K-12 | Individualized Instruction |
| * Edmark | K-6 | Individualized Instruction (used in SE) |
| * Microsoft Office/Power Point/Word | | |
| * Pearson Online | | |

*** This is not meant to be all inclusive



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- * Remediation/Instruction/Enrichment
- * Tutorials Before and During School
- * TMDS and TSDS ó Texas Mathematics and Science Diagnostic Systems
- * CBAs Region IV Scope and Sequence Instruction/Progressive/Tutorials
- * Departmental Alignment Vertical and Horizontal
- * United Streaming Instruction/Tutorials/RegionV

Curriculum Based Software Programs

- * Odysseyware K-12 After school/credit retrieval/ 8th period
- * Compass Learning K-12 Prescriptive/ Individualized Instruction/
Remediation
- * Reading/Writing/Math
- * Math Academy 12-Jan Prescriptive/ Individualized Instruction
- * Remediation
- * HeartBeeps/Power Performance Tutorial/Remediation
- * Reading/Writing/Math/Science/Social Studies
- * Sleek K-10 Tutorial/Remediation
- * Reading/Writing/Math
- * STAR Reading 1-12 Assessment
- * STAR Math 1-12 Assessment
- * Accelerated Reader K-12 Individualized Instruction
- * Edmark K-6 Individualized Instruction (used in SE)
- * Microsoft Office/Power Point/Word

BES Goal # 1:

...ates diversity and stresses positive character traits such as: Honesty, Integrity, Respect, Responsibility, Fairness, Good Citizenship, Compassion, Courage and School Pride.

Strategy for Goals:

With the support of character education, all students, staff and district personnel will be encouraged to exercise safe policy practices that enable everyone to seek and attain excellence

Performance Objectives:

To maintain a safe and positive environment for students, staff and other personnel

Summative Evaluation:

Analysis of end of year Safe and Drug-Free Report will indicate accomplishment of goals.

Strategy Activities/ Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
1.1: Emphasize the BISD Emergency Operation Plan and BISD Safe School Audit	Superintendent BISD Administrators BISD Faculty	LEA Funds Region 5 Title IV	August-May	District incident report
1.2: Review and revise the District Student Code of Conduct	Campus Principals District Site-base Team	Local LEA Funds	Spring of each school year	Principal's discipline reports Teacher's discipline reports
1.3 Inform the students and parents about the District Students Code of Conduct	Campus Principals All Staff	LEA Funds	August-May Ongoing	Principal's discipline reports Teacher's discipline reports
1.4: Enforce the District Students Code of Conduct	Superintendent Campus Principals Campus Faculty	LEA from ISS (in school suspension) and AEP (Alternative Education Placement)	Ongoing implementation August-May	Principal's discipline reports Teacher's discipline reports
1.5: Promote BISD Character Education Program	Campus Principals Campus Staff Student Council FCCLA	LEA Funds Building Good Citizens of Texas	August-May Ongoing implementation	Teacher Surveys / Parent Surveys / Students Surveys / Site-base Surveys
1.6: Provide professional development to build teachers' strengths on effective teaching techniques, classroom management strategies, and behavior intervention strategies.	Campus Principal District Newton CoOp District Counselor Director of Curriculum	Region 5 Harry Wong Tapes Motivational Speakers Consultants Region Centers	August-May Ongoing Implementation	Sign In Sheets Teachers certificates Implementation of learning styles and strategies



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and staff about the safe and drug free school/dangers and date violence program (FFH LEGAL & LOCAL)	Counselor Curriculum Nurse Teachers	principals	Title IV Alcohol and Drug Abuse Council DETCOG/Southeast Texas	August-May Ongoing implementation	Yearly District Incident report/Gun and Safe Free School Report
1.8: Utilize sign-in and visitorø tags for all guest including parents, military, and all visitors to the campus and district	Campus Principal Campus and District secretaries		LEA Funds	August-May Ongoing implementation	Sign in sheets Any documented incidents

BES Goal # 2:

Nothing takes precedence over academic instruction and students reach their educational potential while creating personal dreams and a vision for the future.

Strategy for Goals:

To encourage a higher performance standard in all areas of academic skills from Pre kindergarten through 12th grade. All students taking the Texas Assessment of Knowledge and Skills (TAKS) reading, writing, math, science, and social studies tests will meet state passing standards. Students taking the Alternative Assessment will meet the ARD expectation.

Performance Objectives:

To become a Recognized School District

Summative Evaluation:

The percentage of all students and sub student groups passing all required portions of TAKS and any other required alternative testing

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
2.1: Use disaggregated TAKS data to determine students' strength/weaknesses in reading, writing, math, science, and social studies	Campus Principal Curriculum Director BISD Teachers / District Counselor/testing coordinator	LEA Funds Region 5 TAP Program	May-December	District and Campus AEIS and AYP Reports, Benchmark TAKS results, CBA (curriculum bases assessment) results from District Scope and Sequence
2.2: Identified low performing/at-risk students will be provided appropriate intervention / instruction / curriculum	Campus Principals At Risk Coordinator District Teachers Paraprofessionals	Local LEA Funds Region 5 State Comp. Fund Title 1, A	August-May	AEIS and AYP Reports Practice TAKS results each semester 3 week progress reports
2.3: Students identified as performing unsuccessfully on TAKS will receive tutoring.	Campus Principals Teachers Paraprofessionals	LEA Funds Title 1, A	September-May	AEIS and AYP Reports Practice TAKS results each semester 6 and 3 weeks progress reports
2.4: Adjust curriculum plans and timeline as necessary using scientifically-based core academic programs.	Campus Principals Curriculum Director Teachers	TEA Region 5 Local LEA, State, Federal Grant Funds	Ongoing implementation August-May	Gather and analyze data collected from AEIS student performance results and 3 and 6 weeks reporting periods

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vertically and horizontally for core subjects ó language arts, math, science, social studies: train and use technology in all courses /across disciplines.	Campus Principals Campus Teachers Curriculum Directors Technology Director	LEA Funds Region 5 Technology access	August- May Ongoing	District and Campus AEIS and AYP Reports Benchmark TAKS results CBA (curriculum bases assessment) results from District Scope and Sequence
2.6: Staff training to enhance campus planning, discipline management, retention/dropout rate, higher level thinking skills, with focus on TEKS	Campus Principal Teachers District Counselor Director of Curriculum	Region 5 Harry Wong tapes Motivational speakers Consultants Region Centers	August-May Ongoing implementation	Improve academic performance each grading period Discipline referral reduction Improve attendance Teachers participation
2.7: Students identified as not passing an score subject will have opportunity to participate in after school tutoring, in-school tutoring, and 8 th period classes	Campus Principals District Counselor Curriculum Director Teachers	Region 5 AMI and ARI Title 1	August-May Ongoing implementation	District and Campus AEIS and AYP Reports Benchmark TAKS results CBA (curriculum bases assessment) results from District Scope and Sequence
2.8: Continue to increase the number of special education students taking TAKS and alternative test; increase TAKS passing rate.	Campus Principal Campus and District Sp.Ed. Dept. Campus ARD committees Sp.Ed. Director	Newton Coop Special Education	August-May Ongoing implementation	Number of Sp.Ed. Students taking and passing TAKS/Alternative will continue to increase
2.9: Continue team training in all updates; assure that all students who receive Sp. Ed. Services are placed in least restricted environment (LRE); assure appropriate intervention strategies and support services are used prior to special education referral.	Region 5 Newton Coop Special Education Diagnostician Director of Special Ed. ARD committees Campus Principals	TEA Agency Region 5 Special Education Funds	Fall annually Spring annually	Evidence of compliance in students records
2.10: All students grade 6-12 will have a graduation plan (PGP) in place	Campus Principals District Counselor Curriculum Director	Region 5 TEA directives	September- May	Students plan for Higher Education/opportunities after H.S.
2.11: Improve G/T identification process and program Provide G/T students with continuum learning experiences that lead to advance-level products and or performances	Campus Principals District Counselor Curriculum Director G/T Coordinator	LEA Funds G/T Allocated Funds Region 5	On-going implementation	G/T projects, performance (TAKS results) and G/T staff development

members in their language or ESL and migrant programs available.	Campus Principals	Region 5 LEA Funds	On-going implementation August-May	Participation in programs AEIS and AYP Summary
2.13: Utilize s multi-sensory curriculum to improve Dyslexia students reading skills.	Reading Specialist Campus Principals Curriculum Director	Scottish Rite Program Dyslexia Training Program	On-going implementation	Documentation of student mastery level Skill level practice tests
2.14: TAKS/ Alternative Assessment Preparation/Failure classes at Middle/High School with focus on ESL, at risk, economically disadvantage, 504, and special education students.	Campus Principals District Counselor Curriculum/ESL/At Risk Director Teachers	LEA Hourly rate for instructor High School Allotment	3 and 6 weeks evaluation	TAKS results
2.15: Program for tutoring elementary students who are below grade level with focus on intervention for ESL, 504, at risk, economically disadvantage, special education.	Campus Principals District Counselor Curriculum/ESL/At Risk Director Teachers	LEA Hourly rate for instructor	Weekly evaluation	TAKS results
2:16: Campus curriculum committee will assure that TEKS curriculum requirements for all subject areas at all levels are being implemented and that needs of all students population are being met with specific attention to math, writing (accelerated reading program) and science at all levels to improve academic rating.	Region 5 Campus Principal Curriculum Director Teachers	Region 5 High School Allotment Title 1 TEA Requirements	August-June	Academic Committees gather and analyze data collected each semester TAKS results
2.17: Governors Excellence Award Plan at Middle/High School.	Campus Principals Governors E.A. planning Team	Incentive Plan Monies- State funded	Assessment results	Percent of students passing TAKS test
2.18: Odysseyware Software program	Campus Principals District Counselor Curriculum Director Teachers	High School allotment LEA Computer lab programs/monies	Assessment results	Percent of students passing TAKS test

BES Goal # 3:

Strive to upgrade and integrate new technology that will raise the performance of all students to meet or exceed state standards of academic achievement.

Strategy for Goals:

Encourage teachers and students to incorporate technology into every subject's curriculum.

Performance Objectives:

Become a Recognized District. Students will graduate from High School with technology proficiencies that are flexible and broadly focused to include elements yet to be defined, refined, or discovered.

Summative Evaluation:

Student performances on TAKS

Strategy Activities/ Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
3.1: Expand Odysseyware technology. (TAKS resource for all core subjects)	BISD Administrators BISD Faculty Technology Director	LEA Funds Region 5 Title I Part D	Summer annually Jan. Annually May Annually	TAKS scores/grades
3.2: Integrate Career Investigation technology in core courses. (Kuder/Angelina College)	Campus Principals Curriculum Director	Local LEA Funds Region 5 Angelina College	Ongoing/August-May	Lesson Plans PDAS evaluation
3.3 Provide dual credit classes through distant learning Provide Spanish courses through distance learning	Campus Principal Paraprofessional Curriculum Director District Coordinator	LEA Funds State Textbooks Region 5	August-May Ongoing	Course completion and final grades Number of participation
3.4: Implement the District technology plan as approved by TEA and aligned Federal and NCLB	Superintendent Campus Principals Technology Director Curriculum Director	LEA Funds Region 5 Title 1 A	Ongoing implementations August-May	Each campus and district committee will continue to work on requirements of TEKS for Technology Plan

BES Goal # 4:

Relationship between parents, community and school through student exposure to challenging careers and positive mentor programs designed to promote student successes. Increase parent involvement at all campuses.

Strategy for Goals:

Form with parents a full partnership in the education of their children. District level and campus level committees shall involve parents in the development and process for student academic achievement.

Performance Objectives:

Form with parent a full partnership and other members of the community, a mutually supportive relationship that will enhance the education and communication opportunities among all groups.

Summative Evaluation:

Number of parents and community members attending school functions and participating in school programs

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
4.1: Promote and enhance parental involvement as full partners in the education of their children.	BISD Administrators BISD Faculty Volunteers	LEA Funds Region 5 School Marquee	Summer Annually Jan. Annually May Annually	Open House/sign in sheets School and campus programs numbers of attendance List of volunteers
4.2: Promote teacher, parent, and student communication in regard to the student's academic achievement and behavioral development.	Campus Principals Curriculum Director	Local LEA Funds Region 5 (Building Good Citizens for Texas)	Ongoing/August-May	3 and 6 weeks progress and report cards Teacher/Parent conferences Administrative letter
(Character Education program) 4.3: Volunteer Mentor Program to encourage involvement between school and community	Campus Principals Teachers Volunteers	Region 5 School Marquee Newsletter Local Newspaper	August-May Ongoing	Program sign in sheet at campuses List of volunteers Participation numbers
4.4: Communication through District webpage and newsletter	Campus Principals Technology Director Curriculum Director	LEA Funds Region 5	Ongoing implementation	Increase participation

BES Goal # 5:

students, the District will meet or exceed the 96 % state standard for attendance.

Strategy for Goals:

To encourage attendance at all campuses

Performance Objectives:

For the 2007-2008 school year, students attendance will be maintained or exceed 97%.

Summative Evaluation:

District AEIS Report

Strategy Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
5.1: Award students with perfect attendance for each six weeks.	Campus Principals	LEA Funds	September-May	Six weeks report
5.2: Campus secretaries will contact parents about absence	Campus Principals Campus Secretaries	Local LEA Funds Daily Attendance reports	Ongoing August-May	Reduction in absences as year progresses
5.3: Parent will be notified through mail-outs on number of absences	Campus Principals Campus Secretaries	Letters, Stamps Daily attendance reports	August-May Ongoing	Three and six weeks reports
5.4: PEIMS clerk will keep database of attendance rate.	PEIMS Coordinator	Computer generated reports	Fall and Spring reports	Six weeks report

BES Goal # 6:

that state standard of 1% or less. The District graduation completion and future long range educational plans will compare or exceed state standards.

Strategy for Goals:

Promote the importance of a complete education to students and the community.

Performance Objectives:

All students stay in school and receive a diploma

Summative Evaluation:

AEIS report of zero dropouts

Strategy Activities/ Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
6.1: Examine retention rates of all students at each grade level.	BISD Administrators BISD Faculty District Counselor	LEA Funds Region 5	August-May	Dropout rate Retention/Promotion records Teacher observation
6.2: Career counseling for all students	Campus Principal Curriculum Director District Counselor	LEA Funds / Region 5 / Kuder Interest Inventory / ASVAB / IDEAS / Mentor Program	Ongoing August-May	Zero dropout rate Teacher/Parent conferences Administrative letter
6.3: College/Vocational Day for students/parents	Campus Principal Teachers College/vocational personnel	LEA Funds / Region 5 District Newsletter / Colleges/vocational schools / Kuder Interest Inventory	August-May Ongoing	Number of participants
6.4: Personal Graduation/Learning Plans for all secondary students	Campus Principal Curriculum Director District Counselor	LEA Funds Region 5	Ongoing Implementation	Regular evaluation of plans with students
6.5: Implement 8 th period (credit recovery program)	Campus Principal District Counselor Teachers Curriculum Director	LEA Funds High School Allotment	Ongoing Implementation	Number of participants
6.6: Behavior Modification Unit (AEP)	Campus Principal Teachers	Individualized instruction	August-May	Reduction of dropouts

BES Goal # 7:

by Burkeville ISD will be Highly Qualified according to NCLB requirement each year.

Strategy for Goals:

Recruit, develop and retain qualified and highly effective personnel and serve them with ongoing professional development.

Performance Objectives:

Attract and retain highly qualified teachers and assist any not currently highly qualified to meet highly qualified in a timely manner.

Summative Evaluation:

End of year student performances and staff evaluations.

Strategy Activities/ Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
7.1: Offer competitive salaries and benefits to attract and retain quality school personnel.	BISD Administrators Curriculum Director	LEA Funds Title II Region 5	Ongoing August-May As required	Teacher/paraprofessional certificates on file and/or evidence of enrollment in programs to become HQ on file
7.2: Classes are taught by HQ teachers in all core subject areas; HQ paraprofessional assigned as appropriate	Superintendent Campus Principals Curriculum Director District Counselor	LEA Funds Region 5 State Funds	Ongoing August-May As required	Teacher/paraprofessional certificates on file and/or evidence of enrollment in programs to become HQ on file
7.3 Provide opportunities for all teachers to participate in professional development that is ongoing and sustained	Superintendent Campus Principals Teachers	LEA Funds Region 5 State Funds Grant Funds	August-May Ongoing	Teacher rosters of attendance Principal's Evaluation
7.4: Employ HQ paraprofessionals and provide current paraprofessionals with information to assist in certification renewals.	Campus Principals Central Office Personnel	Central Office	August-May Ongoing	Certification on file and/or applications for current year

BES Goal # 8:

time in mainstream classes by 1% while continuing to be successful.

Strategy for Goals:

Special Education students will require the skills needed to be able to function in all mainstream classes or be existed from the program.

Performance Objectives:

The special education identification rate will be at or below the PBMAS standard. The percentage of special education students taking a grade level state assessment in reading and math will increase to show continuing advancement toward grade level.

Summative Evaluation:

End of year student performances and staff evaluations.

Strategy Activities/ Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
8.1: Staff development for special education and regular educational teacher	BISD Administrators Curriculum Director Special Education Director	LEA Funds Federal Monies Region 5	Ongoing August-May As required	More students taking TAKS and existing program
8.2: Use of RTI(response to intervention) by all teachers	Campus Principal Curriculum Director RTI Team	LEA Funds Region 5 Federal and State Funds	Ongoing August-May As required	Students performing successfully at a higher standard
8.3 Consideration of 504 placement when appropriate	Special Education Director Campus Principal Teachers	LEA Funds Region 5 State Funds Grant Funds	August-May Ongoing	Fewer students in Special Education
8.4: Review prior year data and use benchmark testing for Sp.Ed. students at various instructional levels	Campus Principals Teachers	Region 5 Newton Special Education Coop	August-May Ongoing	Fewer students in Special Education and higher standards for performance

Burkeville Independent School District Long Term Vision Statement

Burkeville ISD is a composite of many people-- its students and their families, its employees, and its community—who recognize that excellence is the standard by which all teaching and learning must be measured.

While each student in Burkeville ISD is valued as an individual, excellent educational opportunities for all students must be ensured. Burkeville ISD will provide a pleasant, safe environment where each student will develop the skills necessary to be a productive citizen of the Twenty-first Century.

Teachers will serve as facilitators who enable students to think critically, and to synthesize and evaluate information. Teachers will promote respect and self-esteem for everyone. Burkeville ISD will provide a core curriculum that will include the most current technology as an integral component. Opportunities for student experiences in art and music will be expanded. The goal of all school activities will be high student achievement. To this end, teachers will build collegial and collaborative relationships with fellow professionals and other adults of the District.

Parents and community members will know their knowledge, experiences, and opinions are respected. They will support the District and its students through active involvement in classrooms, programs, and organizations.

Burkeville ISD students will recognize the value of life-long education and will become leaders with an intense drive for excellence.



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