

Gold-Burg ISD  
District Improvement Plan  
2010-2011

District ID: 169-906



Date of Board Approval: November 15, 2010

## **Mission Statement**

Gold-Burg ISD partners with parents to grow students that achieve excellence in academics, citizenship, leadership and integrity.

## **Mission Beliefs**

Our mission statement is based on the belief that our students should be challenged and learning can be enhanced by teachers, leaders in the community, and parents serving as models of socially acceptable behavior for students. Believing that all children can learn, we propose to relate educational concepts in practical ways that will provide all our students the opportunity to reach their potential to become responsible and productive citizens.

Gold-Burg ISD is committed to preparing students for the future by providing diverse growth experiences in academics, vocational experiences, and technology.

State Compensatory Education funds will be used to support and upgrade the entire Title I schoolwide instructional program at Gold-Burg ISD.

## **State Goals and Objectives**

Public Education Academic Goals. To serve as a foundation for a well-balanced and appropriate education [Texas Education Code, §4.002]

- 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.

Public Education Mission and Objectives. The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The objectives of public education are:

- 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 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.

## **Long Range Goals of Gold-Burg ISD**

Goal #1: The district will earn an exemplary rating from the Texas Education Agency.

Goal #2: The district will be a safe and drug free learning environment for all students and staff.

Goal #3: Students and staff will have access to the most current technology.

## **State Compensatory Education and Title Program Statement**

Funds allotted to Gold-Burg ISD are used for the following programs:

- **Title I Part A-ARRA/STIMULUS:** \$Not posted at this date.
- **ARRA TTL XIV SFSF\$:** \$52,489.00
- **Title I Part A-IMPROVING BASIC PROGRAMS:** \$23,477.00
- **Title II,PART A-TEACHER & PRINCIPAL TRAINING & RECRUITING:**  
\$7,286.00

- **State Compensatory Education:** \$173,653.00
- **Small Rural Schools:** \$19,766.00
- **High School Allotment Fund:** \$16,600.00

## Board of Trustees

|               |                 |
|---------------|-----------------|
| Weldon Duff   | Board President |
| Chad Gerlach  | Vice-President  |
| Bobby Barzano | Secretary       |
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| B. J. Rainey  | Member          |
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## District Improvement Team

|                 |  |
|-----------------|--|
| Kenny Miller    | Superintendent                         |
| Louis Clayton   | Principal                              |
| Amber Rains     | Elementary Principal                   |
| Renaë Ward      | Teacher (9/2010)                       |
| Shannon Denson  | Teacher (9/2010)                       |
| Charlotte Haley | Vocational/Technology Teacher (9/2010) |
| Pam DeMoss      | Special Education Teacher (9/2009)     |
| Larry Kennedy   | Community Member (9/2009)              |
| Doris McGuffey  | Community Member (9/2010)              |
| Beth Winingham  | Business Owner (9/2009)                |
| Robin Reynolds  | Parent (9/2009)                        |
| Sherry Huff     | Parent (9/2009)                        |

# Comprehensive Needs Assessment

Provide a narrative SUMMARY of review of the following data analysis. Items in BOLD are required by TEC or NCLB.

| Data Analysis   | Sources   | Summary of Findings  |
|---|---|--|
| TAKS Data<br>District Level<br>Campus/Grade Level<br>TAKS Objective<br>Economically Disadvantaged<br>Gender<br>G/T<br>At Risk   | Sources:<br>AEIS Report<br>TAKS Data/Data Tables<br>State Acct. Report<br>AYP Report<br>PEIMS Report<br>Program Data<br>Retest Data (Exit Level)<br>Longitudinal/Cohort<br>Trend Data | <p>While it is difficult to determine trends due to the small numbers at Gold-Burg ISD, some patterns can be noted. Math and Science TAKS scores have continued upward in recent years. With TPM Reading, Writing, and Social Studies have performed at the Exemplary level according to 2010 data table. Math and Science have both shown significant positive change. Reading scores are slightly down. Students in grade levels that are not accountable to the Student Success Initiative tend to perform lower than students that are accountable to SSI.</p> <p>The “all students” group for all subjects is consistently around 10 percentage points lower than the state or Region 9 for <b>commended performance</b> on the TAKS tests.</p> <p>Ringgold Elementary School received Gold Performance Acknowledgement for 2009-2010 in CI: Reading.</p> |
| Other Assessments<br>TAKS-M<br>TAKS-Alt<br>TELPAS<br>TPRI<br>Local Formative Assessment Data  | AEIS Report<br>AYP Report<br>TELPAS Data<br>SPED Assessment Data<br>RPTE II / TPRI Data<br>Local Benchmark Data<br>Building Bridges Data  | <p>The district is focused on continuing to improve TAKS-M scores from 2010.</p> <p>The elementary campus will continue to focus on development of reading fluency in grades K through 3.</p>  |
| Attendance Rate<br>District/Campus<br>Grade Level<br>Ethnicity/Gender<br>Mobility Rates   | Attendance Records<br>Truancy Reports<br>AEIS Reports<br>AYP Report   | <p>GBISD receives a Gold Performance Acknowledgement for attendance. 2010 data shows a 96.3% overall attendance.</p>   |
| Completion Rate / Dropout Rate /<br>Retention Rate<br>Grade Level<br>Ethnic Group<br>Economically Disadvantaged<br>Special Education<br>Gender<br>TAKS Performance<br>At Risk | AEIS Report<br>State Accountability<br>Report<br>AYP Report<br>PEIMS Reports<br>PBMAS Report  | <p>No PBM or PBMAS CIP was required for 2009-2010.</p>   |

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|---|--|---|
| <p>Program Effectiveness<br/> Special Education<br/> Gifted and Talented<br/> ESL/Bilingual<br/> Title I<br/> State Compensatory Education<br/> Career and Technical Education<br/> Migrant<br/> Homeless<br/> SAT/ACT Scores (high school)<br/> Dual Enrollment (high school)<br/> Dyslexia<br/> Technology<br/> Transitions<br/> Graduation Diploma Type (Minimum, Recommended, DAP)<br/> Parental Involvement<br/> Number of Students in a class</p> | <p>AEIS Report<br/> PBMAS Report<br/> % of Dual Enrollment Classes<br/> Emergency Operations Plan<br/> Safety Audit<br/> SAT/ACT Scores<br/> Communications to Parents<br/> Master Schedule<br/> Special Ed Referrals<br/> LEP Referrals<br/> SBDM Minutes</p> | <p>A review of the GBISD 2009-2010 District Plan indicates that the district improved their numbers toward receiving exemplary achievement. All campuses achieved a recognized rating.</p> <p>Review of the 2010 GBISD District Accountability Data table indicates that the district achieved a Recognized rating.</p> <p>Review of SAT and ACT scores indicate that 7 of 10 senior students took the SAT/ACT.</p> <p>Two seniors are currently on track with the Distinguished Achievement Program.</p> <p>Two seniors are also currently on track to graduate high school with over 15 college credit hours from NCTC. This includes Dual Credit and other college credit hours.</p> <p>GBISD received Gold Performance Acknowledgements for Recommended High School Program and College Readiness for 2009.</p> |
| <p>Discipline/Classroom Management<br/> Safe and Drug Free Schools<br/> Discipline Referrals<br/> ISS<br/> Mandatory DAEP Placement<br/> Discretionary DAEP Placement<br/> School Violence Incidence Data<br/> Tobacco, alcohol, and other drug-use incident data</p>   | <p>Discipline Records<br/> PEIMS Record<br/> Telephone Logs</p>  | <p>The district continues to provide awareness programs for students that cover violence, substance abuse, and healthy decision-making skills. The fall of 2010 included observance of Red Ribbon Week with a corresponding program presented by county officials and the Wise Hope Coop.</p> <p>A discipline management plan was made available for 2010-2011 school year.</p>   |
| <p>Staff Development Needs<br/> Involvement of Teachers in decisions regarding Staff Development<br/> Title I<br/> Title II (Teacher &amp; Principal)<br/> Title II (Technology)<br/> Title III (English Language Acquisition)<br/> Title IV (Safe &amp; Drug Free)<br/> PDAS<br/> Teacher Certification/High Needs/HQ<br/> Areas Identified by TAKS Disaggregation<br/> Program Needs</p>  | <p>PDAS Teacher Self Reports<br/> District Staff Development Records<br/> Teaming/Staffing Minutes and Reports</p>   | <p>The district provides high quality professional development opportunities for teachers. Based on Teacher Self Reports, the majority of professional development activities focused on researched based instructional strategies and integrating technology into classroom instruction.</p>   |
| <p>Additional Areas<br/> Planning</p>   | <p>Community Demographics</p>  | <p>Staff turnover was about the same as the previous year. C-Scope will continue to be implemented to all new staff.</p>  |

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| Budgeting<br>Enrollment Projections<br>Facilities<br>Curriculum<br>Staffing Patterns<br>School Organizations | Staff Retention &<br>Turnover Data<br>Safety & Fire Inspection<br>Reports<br>Maintenance Records |   |
| Surveys<br>Staff surveys<br>Parent surveys<br>Other surveys  | Staff surveys<br>Parent surveys<br>Other surveys   | Each year the district conducts surveys of parents, teachers, students and community. The results of the surveys are shared with the district planning teams during the planning session for the next school year. The areas of concern are integrated into the planning process. |

## Recommended Initiatives and Strategies

1. GBISD will provide quality programs and support services to ensure that no child is left behind.
2. Highly qualified staff will be recruited, developed, and retained so that students receive the best possible instruction.
3. The district will be a safe, clean, and positive learning environment; staff will promote a healthy lifestyle for all students. All students will demonstrate responsibility and respect.
4. The school will be the center of an involved, informed, and supportive community of students, parents, mentors, and staff members.
5. All students and staff will have access to and develop proficiency in state-of-the-art technology.

## Key to Program Budget Codes and Title I Schoolwide Components

| Program Budget Codes |                               | Title I Schoolwide Components |                          |
|----------------------|-------------------------------|-------------------------------|--------------------------|
| Abbreviation         | Program                       | Abbreviation                  | Component                |
| T IA                 | Title I, Part A               | CNA                           | Campus Needs Assessment  |
| T IC                 | Title I, Part C (Migrant)     | RS                            | School Reform Strategy   |
| T IIA                | Title II, Part A (TPTR)       | HQ                            | Highly Qualified         |
| T IID                | Title II, Part D (Technology) | PD                            | Professional Development |

|           |                                      |     |  |
|-----------|--------------------------------------|-----|--|
| T IV      | Title IV (Safe & Drug Free Schools)  | ER  | Employee Recruitment                   |
| SCE       | State Compensatory Education         | PI  | Parental Involvement                   |
| OEYP      | Optional Extended Year               | T   | Transition                             |
| AMI / ARI | Accelerated Math/Reading Instruction | TIA | Teacher Input in Assessment            |
| LOCAL     | Local Funds                          | AMI | Assistance for Mastery                 |
| T III     | Title III (Bilingual, ESL)           | CIS | Coordination / Integration of Services |
| HAF       | High School Allotment Funds          |     |  |

# Research-Based Curriculum & Instruction

|   |  |                  |                        |   |  |   |                                      |
|---|--|------------------|------------------------|---|--|---|--------------------------------------|
| <b>Goal</b>   | <b>GBISD will provide quality programs and support services to ensure that no child is left behind</b>   |                  |                        |   |  |   |                                      |
| <b>Performance Objectives</b>   | <ul style="list-style-type: none"> <li>90% of all students will meet minimum passing standards on TAKS</li> </ul>  |                  |                        |   |  |   |                                      |
| <b>Summative Evaluation</b>   | <ul style="list-style-type: none"> <li>Formative assessment and TAKS test results</li> <li>Disaggregated test result data by student group</li> <li>Student grade reports</li> </ul> |                  |                        |   |  |   |                                      |
| <b>Action Steps</b>   | <b>Person(s) Responsible</b>   | <b>Resources</b> | <b>Completion Date</b> | <b>Evidence of Implementation</b>                 | <b>Evidence of Impact</b>                                | <b>Benchmark Timelines</b>                          | <b>Title I Schoolwide Components</b> |
| GBISD will implement <b>CSCOPE</b> curriculum in the four core subject areas.   | Principal<br>Core Subject Teachers   | Local            |                        | Lesson plans                                      | Improved TAKS scores<br>AYP data                         | Science & math<br>May 2011<br>English & SS Dec 2012 | CNA, RS, CIS                         |
| Formative assessments will be administered in four core subject areas 2 times per year to assess student progress toward meeting passing standards on TAKS.   | Principal<br>Teachers  | Local            |                        | Formative assessment data<br>Grade period reports | Improved TAKS scores<br>AYP data                         | Nov 2010<br>Feb 2011                                | CNA, TIA, AMI                        |
| Continue training of all teachers in <b>RTI</b> to provide teachers with the techniques needed to differentiate for all student ability levels.   | Principal<br>Teachers  | Local            |                        | Workshop attendance certificates                  | Improved TAKS scores across all student ability groups   | Jan 2010  | CNA, RS, CIS                         |
| Continue to offer dual credit for juniors and seniors to promote college readiness  | Principal  | Local            |                        | Student registration                              | Student course completion records                        | Each semester                                       | T, CIS                               |
| Continue to implement academic programs to meet the needs of at risk students on the high school campus in order to meet state standards. This includes self-contained class room for sixth grade and distance learning for foreign language. | Principal  | SCE, <b>SFSF</b> |                        | Credit Recovery records<br>Tutorial Records       | TAKS data<br>#credits recovered/earned toward graduation | Each semester                                       | CNA, CIS                             |
| Dyslexia coordinator will continue to provide opportunities for staff development on identifying and serving dyslexia students with improved methods of instruction.  | Principal  | Local            |                        | Training schedule<br>Attendance logs              | TAKS scores of<br>Dyslexia students                      | Annually  | RS, AMI, CIS                         |
| Continue to maintain a Student Support Team (SST) to routinely monitor student progress.  | Principals   | Local            |                        | Student report cards and progress reports         | TAKS data<br>% students completing coursework            | Annually  | AMI, CIS                             |

|  |                              |                 |  |                                   |   |               |                   |
|--|------------------------------|-----------------|--|-----------------------------------|---|---------------|-------------------|
| Continue to provide and improve technology for all core subject classes                                      | Principal                    | SCE             |  | Class rosters                     | Improved TAKS scores for all student groups               | Each semester | RS, AMI, CIS      |
| Continue to utilize paraprofessional staff to assist students attain quality performance                     | Principal                    | SCE<br>T 1A     |  | Master schedule                   | Improved TAKS scores for all student groups               | Each semester | RS, CIS           |
| Science classes will be incorporated to assures students have adequate understanding of technical processes  | Principal, Science Teacher   | Local           |  | PDAS, Lesson plans                | Improved TAKS scores for all student groups               | Each semester | RS, CIS, CNA      |
| Provide class structures including TAKS remediation and tutorials to improve TAKS performance                | Superintendent, Principal    | SCE             |  | Master schedule                   | Improved TAKS scores for all student groups               | Each semester | CNA, TIA, AMI, RS |
| Increase promotion of students through specialized programs including HS Credit Recovery and Summer Tutoring | Superintendent, Principal(s) | SCE             |  | Student records, Master schedules | Low drop out rate and increased promotion/credit recovery | Each semester | CAN, RS, CIS      |
| Provide incentives for student participation in college preparatory activities                               | Superintendent, Principal(s) | SCE, Local, HAF |  | Student records, ACT SAT results  | Increased participation in post high school education     | Each semester |                   |

# High Quality Professional Development

|  |   |                  |                        |  |  |                            |                                      |
|--|---|------------------|------------------------|--|--|----------------------------|--------------------------------------|
| <b>Goal</b>  | <b>Highly qualified staff will be recruited, developed, and retained so that students receive the best possible instruction.</b>  |                  |                        |  |  |                            |                                      |
| <b>Performance Objectives</b>  | <ul style="list-style-type: none"> <li>• 100% of core area teachers will be highly qualified by the end of the school year.</li> <li>• 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.</li> <li>• 100% of newly hired staff will meet highly qualified status prior to employment.</li> <li>• NCLB 3.1: The % of classes being taught by highly qualified teachers in the aggregate and in high poverty schools will be 100%</li> <li>• NCLB 3.2: The % of teachers receiving high-quality professional development will be 100%</li> <li>• NCLB 3.3: The % of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%</li> </ul> |                  |                        |  |  |                            |                                      |
| <b>Summative Evaluation</b>  | Personnel files, highly qualified worksheets, and principals' attestations.   |                  |                        |  |  |                            |                                      |
| <b>Action Steps</b>  | <b>Person(s) Responsible</b>  | <b>Resources</b> | <b>Completion Date</b> | <b>Evidence of Implementation</b>                  | <b>Evidence of Impact</b>                              | <b>Benchmark Timelines</b> | <b>Title I Schoolwide Components</b> |
| Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining an active webpage. | Principal   | Local            |                        | Number of positions posted<br>Job fairs attended   | Number of applications completed                       | May 2011                   | HQ                                   |
| Maintain an effective teacher mentoring system in order to retain highly qualified staff.  | Principal   | Local            |                        | Mentor assignments<br>Mentor conference logs       | Mentor journals  | June 2011                  | HQ                                   |
| Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.   | Principals,<br>Superintendent   | Local            |                        | Personnel files                                    | Teacher interviews<br>Professional Development records | June 2011                  | HQ                                   |
| Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified  | Principals,<br>Superintendent   | T IIA<br>Local   |                        | Personnel files                                    | Professional Development records                       | June 2011                  | HQ                                   |
| Require any instructional aides not considered highly qualified to complete Treasuring Our Paraprofessionals training at ESC 9.  | Principals,<br>Superintendent   | T IIA<br>Local   |                        | Number of paraprofessionals attending TOP training | Professional Development records                       | June 2011                  | HQ                                   |
| Provide incentives for teachers to attain ESL/GT certification.  | Superintendent<br>Principal   | T IIA<br>Local   |                        | Personnel files                                    | Staff Development records                              | June 2011                  | HQ                                   |
| Assign highly qualified teachers in equal proportions to all campuses,   | Superintendent  | Local            |                        | Personnel files                                    | Campus Demographics                                    | June 2011                  | HQ                                   |

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| including low-income and minority areas. |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

## Safe and Drug-Free Schools

|  |   |                  |                        |   |  |                            |                                      |
|--|---|------------------|------------------------|---|--|----------------------------|--------------------------------------|
| <b>Goal</b>  | <b>Campuses will have a safe, clean, and positive learning environment; staff will promote a healthy lifestyle for all students. All students will demonstrate responsibility and respect.</b>  |                  |                        |   |  |                            |                                      |
| <b>Performance Objectives</b>  | <ul style="list-style-type: none"> <li>• Staff development in crisis intervention and campus emergency operations planning.</li> <li>• Staff will maintain a clean and organized classroom to promote an emotionally physically safe and effective learning environment.</li> </ul> |                  |                        |   |  |                            |                                      |
| <b>Summative Evaluation</b>  | <ul style="list-style-type: none"> <li>• Attendance logs of staff development</li> <li>• Documented observations from classroom walkthroughs by principal</li> </ul>  |                  |                        |   |  |                            |                                      |
| <b>Action Steps</b>  | <b>Person(s) Responsible</b>  | <b>Resources</b> | <b>Completion Date</b> | <b>Evidence of Implementation</b>                   | <b>Evidence of Impact</b>                          | <b>Benchmark Timelines</b> | <b>Title I Schoolwide Components</b> |
| All staff members will be surveyed concerning the campus climate.  | Principal   | Local            |                        | Survey conducted                                    | Survey results                                     | April 2011                 | CNA, RS                              |
| Students, parents, and community will be surveyed concerning the district climate                          | Principal   | Local            |                        | Survey conducted                                    | Survey results                                     | April 2011                 | CNA, RS, PI                          |
| Continue to provide a behavior and discipline management plan  | Principal   | Local            |                        | Implementation of written plan                      | Written plan                                       | August 2010                | CNA, CIS                             |
| A character education program will be provided to include a wide range student outreach strategies         | Principal   | T IV, Local      |                        | Implemented strategies                              | Documented strategies                              | May 2011                   | CNA, RS, CIS                         |
| Students demonstrate behaviors that support academic success and a safe school environment                 | Staff, Principal and students   | Local            |                        | Implement strategies to reduce discipline referrals | Reduction in discipline referrals                  | May 2011                   | CNA, RS                              |
| Dating violence is considered prohibited harassment and will be dealt with according to policy FFH (Local) | Principal   | Local            |                        | Continued absence of dating violence                | Discipline referral and student conference records | May 2011                   | CNA, RS                              |

# Parent and Community Involvement

|   |   |                  |                        |  |   |                            |                                      |
|---|---|------------------|------------------------|--|---|----------------------------|--------------------------------------|
| <b>Goal</b>   | <b>The school will be the center of an involved, informed, and supportive community of students, parents, and staff members.</b>  |                  |                        |  |   |                            |                                      |
| <b>Performance Objectives</b>   | <ul style="list-style-type: none"> <li>• 10% increase in the number of parents attending open house and similar parent involvement activities.</li> <li>• Continue to increase the number of parent/teacher interactions</li> </ul> |                  |                        |  |   |                            |                                      |
| <b>Summative Evaluation</b>   | <ul style="list-style-type: none"> <li>• Sign-in sheet from open house and other parent involvement activities.</li> <li>• Documentation of parent and teacher phone calls and meetings</li> </ul>                                  |                  |                        |  |   |                            |                                      |
| <b>Action Steps</b>   | <b>Person(s) Responsible</b>  | <b>Resources</b> | <b>Completion Date</b> | <b>Evidence of Implementation</b>                    | <b>Evidence of Impact</b>   | <b>Benchmark Timelines</b> | <b>Title I Schoolwide Components</b> |
| Students, parents, and community will be surveyed concerning the district climate.  | Principal   | Local            |                        | Survey conducted                                     | Survey results  | April 2011                 | CNA, RS, PI                          |
| The district website will provide information about school activities and events to permit students, parents, and community members to be informed, involved, and supportive. | Principal, Technology Coordinator   | Local            |                        | Website updates                                      | Website data  | On-going                   | PI                                   |
| Promote the use of technology to encourage and involve community support of school activities. School messenger will be implemented.  | Staff   | Local            |                        | Parent & community listserv                          | Call logs, survey results   | Fall 2010                  | CNA, PI                              |
| Utilize local media to inform the public of the school website as well as school events and activities.   | Principal, Staff  | Local            |                        | Articles submitted to newspaper                      | Number of newspaper articles  | On-going                   | RS, PI                               |
| Staff will collaborate with parents/guardians to increase student learning and success  | Principal, Staff  | Local            |                        | Communication and partnership strategies implemented | Increased communication and collaboration evidenced by parent surveys and increased student success evidenced by increases in TAKS scores and reduction in discipline referrals | On-going                   | PI, AMI                              |

# Technology

|   |   |                  |                        |  |  |   |                                      |
|---|---|------------------|------------------------|--|--|---|--------------------------------------|
| <b>Goal</b>   | <b>All students and staff will have access to and develop proficiency in state-of-the-art technology.</b>   |                  |                        |  |  |   |                                      |
| <b>Performance Objectives</b>   | <ul style="list-style-type: none"> <li>Lesson plans that document the use of technology in classroom instruction.</li> <li>staff development opportunities related to technology provided by district.</li> <li>Usage summary reports from software programs (A+, etc.)</li> </ul>            |                  |                        |  |  |   |                                      |
| <b>Summative Evaluation</b>   | <ul style="list-style-type: none"> <li>Observed use of technology in the classroom on PDAS.</li> <li>100% students will have access to web-based curriculum and enrichment programs.</li> <li>100% of classes will have state of the art interactive media and computers available</li> </ul> |                  |                        |  |  |   |                                      |
| <b>Action Steps</b>   | <b>Person(s) Responsible</b>  | <b>Resources</b> | <b>Completion Date</b> | <b>Evidence of Implementation</b>                              | <b>Evidence of Impact</b>                            | <b>Benchmark Timelines</b>              | <b>Title I Schoolwide Components</b> |
| Continue to provide staff development that targets technology integration into classroom instruction.   | Principal, Technology Coordinator   | T IID<br>Local   |                        | Attendance logs<br>Technology plans                            | District Survey<br>PDAS                              | December 2010<br>March 2011<br>May 2011 | PD                                   |
| Provide access to web-based curriculum, TAKS enrichment programs, and on-line credit recovery programs. | Principal   | Local            |                        | Software usage reports,  | Course Description Handbook,<br>Teacher Lesson Plans | December 2010<br>May 2011               | CNA<br>AM<br>CIS                     |
| Provide resources and support to accomplish the goals and objectives of the Technology Plan             | Superintendent,<br>Principal  | Local            |                        | Technology infrastructure,<br>Increased technology integration | PDAS, Classroom observation,<br>building inspections | June 2011 and ongoing strategies        |                                      |
| Send staff members to Region 9 Technology Conference and/or TCEA State Conference.                      | Principal   | Local            |                        | Attendance certificates  | PDAS<br>Teacher Lesson Plans                         | August 2011                             | PD                                   |
| Continue training for use of interactive whiteboards with clickers                                      | Principal,<br>Technology Coordinator  | Local            |                        | Website  | PDAS,<br>Walkthroughs                                | Fall 2010                               | CIS                                  |