

BOOKER ISD
District Improvement Plan
2016/2017

BOOKER ISD

Mission

The mission of the Booker Junior High/High School is to educate all students for success in a 21st century world.

Vision

The vision of Booker JH/HS is to be a dynamic community of learners promoting conceptual thinking, building civic responsibility and fostering creativity.

Nondiscrimination Notice

BOOKER ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

BOOKER ISD Site Base

Name	Position
Cates, Kelli	Principal (Elementary)
Chisum, Darren	Business (JH/HS)
Chisum, Jodi	Staff (Elementary)
Cox, Walter	Interim Superintendent
Flores, Robert	Community (Elementary)
Garcia, Jamie	Community (JH/HS)
Holt, Brian	Principal (JH/HS)
Martinez, Kanda	Staff (Elementary)
Mcfarland, Tony	Staff (JH/HS)
Miller, Karen	Staff (JH/HS)
Pantleo, Lecia	Federal Programs Director
Phillips, Tara	Staff (JH/HS)
Robertson, Megan	Staff (Elementary)
Sanders, Pam	Business
Schilling, Mandy	Parent (Elementary)
Scott, Amber	Parent (JH/HS)
Weinette, Jessica	Counselor
Wynn, Susie	District Curriculum Director

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Goal 1. Booker ISD will provide opportunities to cultivate academic success.

- Objective 1.** Provide opportunities for student learning
- Objective 2.** Provide opportunities for staff learning
- Objective 3.** Provide opportunities for active leadership
- Objective 4.** Provide opportunities for change
- Objective 5.** Provide opportunities for diversity
- Objective 6.** Provide opportunities for accountability and responsibility
- Objective 7.** Provide opportunities for cross-curricular activities.

Goal 2. Booker ISD will provide opportunities for an appropriate curriculum.

- Objective 1.** Provide an aligned curriculum
- Objective 2.** Provide an aligned curriculum in career and technology education (CTE)
- Objective 3.** Provide an aligned curriculum in fine arts
- Objective 4.** Provide an aligned curriculum in physical education
- Objective 5.** Provide an aligned curriculum in foreign languages
- Objective 6.** Provide an aligned curriculum in technology.

Goal 3. Booker ISD will provide opportunities for all students to meet or exceed state testing standards.

- Objective 1.** Provide math curriculum and instruction to ensure student success
- Objective 2.** Provide ELAR curriculum and instruction to ensure student success
- Objective 3.** Provide science curriculum and instruction to ensure student success
- Objective 4.** Provide social studies curriculum and instruction to ensure student success

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

- Objective 1.** Provide 100% students with opportunities for success in regard to gender

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- Objective 2.** Provide 100% students with opportunities for success in regard to ethnicity
- Objective 3.** Provide 100% students with opportunities for success in regards to mobility
- Objective 4.** Provide 100% at risk students with opportunities for success
- Objective 5.** Provide 100% economically disadvantaged students with opportunities for success
- Objective 6.** Provide 100% migrant students with opportunities for success
- Objective 7.** Provide 100% homeless students with opportunities for success
- Objective 8.** Provide 100% potential and/or dropout students with opportunities for success
- Objective 9.** Provide 100% dyslexic students with opportunities for success
- Objective 10.** Provide 100% Gifted and Talented (GT) students with opportunities for success
- Objective 11.** Provide 100% Special Education students with opportunities for success
- Objective 12.** Provide 100% English Language Learner (ELL/LEP) students with opportunities for success
- Objective 13.** Provide 100% Foster Care students with opportunities for success.

Goal 5. Booker ISD will provide opportunities to remain current in all technological changes, advances and applications.

- Objective 1.** Provide current technological tools to accomplish the functions of administrative and support staff
- Objective 2.** Provide opportunities for 100% of teachers to model instructional practices using technology
- Objective 3.** Provide opportunities for 100% of students to increase proficiencies in technology applications

Goal 6. Booker ISD will provide opportunities to foster positive community, parent, teacher and student communication and relationships.

- Objective 1.** Provide opportunities for communication and cooperation between the school, community, and parents to aid in the improved progress of 100% of students
- Objective 2.** Provide opportunities for 100% of parents to be actively involved in curricular and extracurricular activities
- Objective 3.** Provide higher education information to students and parents

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Goal 7. Booker ISD will provide appropriate, beneficial and meaningful staff development.

Objective 1. Provide high quality staff development for 100% of staff

Objective 2. Provide training for 100% of staff specific to their teaching areas

Goal 8. Booker ISD will provide opportunities for a positive, safe, and orderly school culture

Objective 1. Provide opportunities to address the health needs of students

Objective 2. Provide a safe and efficient facilities and environment for students and staff

Goal 9. Booker ISD will provide opportunities for staff to comply with federal and state guidelines

Objective 1. Provide 100% highly qualified teachers and paraprofessionals in the classroom to be in compliance with ESSA expectations, using NCLB as a reference until all ESSA specifications are complete and in place.

Objective 2. Provide staff with tools to maintain a 97% attendance rate

Objective 3. Provide opportunities to maintain CAP and PGP

Goal 10. Goal 10. Booker ISD will implement a safeguard intervention plan to improve writing for all students.

Objective 1. Provide staff with assistance to eliminate attendance issues

Objective 2. Provide assistance to eliminate discipline problems in the classroom.

Objective 3. Provide professional development and assistance with disaggregating and utilizing test data.

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Goals

1. Booker ISD will provide opportunities to cultivate academic success.
2. Booker ISD will provide opportunities for an appropriate curriculum.
3. Booker ISD will provide opportunities for all students to meet or exceed state testing standards.
4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards
5. Booker ISD will provide opportunities to remain current in all technological changes, advances and applications.
6. Booker ISD will provide opportunities to foster positive community, parent, teacher and student communication and relationships.
7. Booker ISD will provide appropriate, beneficial and meaningful staff development.
8. Booker ISD will provide opportunities for a positive, safe, and orderly school culture
9. Booker ISD will provide opportunities for staff to comply with federal and state guidelines
10. Goal 10. Booker ISD will implement a safeguard intervention plan to improve writing for all students.

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Objectives

- 1.1. Provide opportunities for student learning
- 1.2. Provide opportunities for staff learning
- 1.3. Provide opportunities for active leadership
- 1.4. Provide opportunities for change
- 1.5. Provide opportunities for diversity
- 1.6. Provide opportunities for accountability and responsibility
- 1.7. Provide opportunities for cross-curricular activities.
- 2.1. Provide an aligned curriculum
- 2.2. Provide an aligned curriculum in career and technology education (CTE)
- 2.3. Provide an aligned curriculum in fine arts
- 2.4. Provide an aligned curriculum in physical education
- 2.5. Provide an aligned curriculum in foreign languages
- 2.6. Provide an aligned curriculum in technology.
- 3.1. Provide math curriculum and instruction to ensure student success
- 3.2. Provide ELAR curriculum and instruction to ensure student success
- 3.3. Provide science curriculum and instruction to ensure student success
- 3.4. Provide social studies curriculum and instruction to ensure student success
- 4.1. Provide 100% students with opportunities for success in regard to gender
- 4.2. Provide 100% students with opportunities for success in regard to ethnicity
- 4.3. Provide 100% students with opportunities for success in regards to mobility
- 4.4. Provide 100% at risk students with opportunities for success

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Objectives

- 4.5. Provide 100% economically disadvantaged students with opportunities for success
- 4.6. Provide 100% migrant students with opportunities for success
- 4.7. Provide 100% homeless students with opportunities for success
- 4.8. Provide 100% potential and/or dropout students with opportunities for success
- 4.9. Provide 100% dyslexic students with opportunities for success
- 4.10. Provide 100% Gifted and Talented (GT) students with opportunities for success
- 4.11. Provide 100% Special Education students with opportunities for success
- 4.12. Provide 100% English Language Learner (ELL/LEP) students with opportunities for success
- 4.13. Provide 100% Foster Care students with opportunities for success.
- 5.1. Provide current technological tools to accomplish the functions of administrative and support staff
- 5.2. Provide opportunities for 100% of teachers to model instructional practices using technology
- 5.3. Provide opportunities for 100% of students to increase proficiencies in technology applications
- 6.1. Provide opportunities for communication and cooperation between the school, community, and parents to aid in the improved progress of 100% of students
- 6.2. Provide opportunities for 100% of parents to be actively involved in curricular and extracurricular activities
- 6.3. Provide higher education information to students and parents
- 7.1. Provide high quality staff development for 100% of staff
- 7.2. Provide training for 100% of staff specific to their teaching areas
- 8.1. Provide opportunities to address the health needs of students
- 8.2. Provide a safe and efficient facilities and environment for students and staff

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Objectives

- 9.1. Provide 100% highly qualified teachers and paraprofessionals in the classroom to be in compliance with ESSA expectations, using NCLB as a reference until all ESSA specifications are complete and in place.
- 9.2. Provide staff with tools to maintain a 97% attendance rate
- 9.3. Provide opportunities to maintain CAP and PGP
- 10.1. Provide staff with assistance to eliminate attendance issues
- 10.2. Provide assistance to eliminate discipline problems in the classroom.
- 10.3. Provide professional development and assistance with disaggregating and utilizing test data.

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Goal 1. Booker ISD will provide opportunities to cultivate academic success.

Objective 1. Provide opportunities for student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Continue to adjust schedule to better accommodate academics. (Title I SW: 1,2,3,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Counselor(s), Curriculum Director, Principal	Daily	(S)Local Funds	*STAAR Results *Student participation in programs *PGP
3. Design tutorial plan to meet academic needs of students. a. Groups based on class grade of below 70, teacher recommendation, low EOC and STAAR test results, and failed subject in previous grade. (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,2,5)	Counselor(s), Curriculum Director, Principal, Teacher(s)	Daily	(S)Local Funds	*Report Cards *Graduation Rate *STAAR/ EOC results
4. Facilitate a comprehensive needs assessment of ongoing district-wide data by campus, teacher and student. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Counselor(s), Curriculum Director, District Site Based Committee, Federal Programs Director, Principal, Staff, Superintendent(s), Teacher(s)	April-July	(S)Local Funds, (S)State Compensatory	CNA, parent and staff surveys, state reports, state testing results

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Goal 1. Booker ISD will provide opportunities to cultivate academic success.

Objective 2. Provide opportunities for staff learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue staff development trainings, curriculum meetings and site based committee meetings. (Title I SW: 1,2,3,4,5) (Target Group: All) (NCLB: 1,2,3,4,5)	Curriculum Director, Principal	Monthly	(S)Local Funds	*Training certificates
2. Hold monthly staff meetings (Title I SW: 1,2,4) (Target Group: All) (NCLB: 4,5)	Principal	Throughout the year	(S)Local Funds	*Sign in sheets
3. Facilitate training in DMAC use for teachers to disaggregate assessment data and offer targeted student instruction by campus, class, student, and special populations. (Title I SW: 1,2,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Curriculum Director	Ongoing throughout the year	(S)Local Funds, (S)State Compensatory	Data disaggregated and disseminated, ongoing evaluation of student scores and benchmarks, staff development agendas, sign in sheets
4. Facilitate staff development, including paraprofessionals as appropriate, and program coordination. Encourage teachers to travel to workshops and conferences and bring in recognized experts to LEA as needed to improve all student achievement and specifically addressing all at-risk students, 504, ESL, migrant, special education, credit recovery, GT, and dyslexic students. (Title I SW: 2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,4,5)		As scheduled	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)Local Funds	Certificates, sign in sheets, student progress
5. Incorporate instructional coaching in math and ELAR. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Curriculum Director, Principal, Superintendent(s)	12 times during the year	(S)Local Funds, (S)State Compensatory	Increased state assessment scores in math, reading, and writing; increased teacher competencies in core areas
6. Provide paraprofessional and substitute training. (Title I SW: 2,4,9) (Target Group: All) (NCLB: 4)	Principal	Beginning of the year and throughout the year		sign in sheets, observation

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Goal 1. Booker ISD will provide opportunities to cultivate academic success.

Objective 3. Provide opportunities for active leadership

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cultivate community leaders, staff leaders and student leaders through programs such as NHS, student council, class officers, teacher/mentor program, parent involvement committee, site-base committee, volunteering. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 5)	Parent Involvement Committee, Principal, Staff	Spring 2016	(S)Local Funds	*Sign in sheets *Minutes
2. Support and encourage parents, teachers, and community members to be involved in PTO and Kiowa Klub. (Title I SW: 1) (Target Group: All)	Campus Site Based Committee, Parent Involvement Committee	Throughout the year	(S)Local Funds	Organization attendance

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Goal 1. Booker ISD will provide opportunities to cultivate academic success.

Objective 4. Provide opportunities for change

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule campus site base meetings and parent involvement meetings. (Title I SW: 1,2) (Target Group: All) (NCLB: 5)	Community, Principal, School Board, Staff, Superintendent(s), Teacher(s)	Throughout the year as needed	(S)Local Funds	Agendas Minutes Sign in sheets
2. Encourage ideas and cultivate suggestions. a. CNA b. Parent and staff surveys c. Staff meetings d. Curriculum meetings (Title I SW: 1,2,6,9) (Target Group: All) (NCLB: 1,2,4,5)	Counselor(s), Curriculum Director, Federal Programs Director, Principal, Superintendent(s)	Throughout the year	(S)Local Funds	Agendas, minutes, sign in sheets, survey results

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Goal 1. Booker ISD will provide opportunities to cultivate academic success.

Objective 5. Provide opportunities for diversity

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage participation by special population groups (Title I SW: 1,2) (Target Group: All) (NCLB: 5)	Community, Staff, Superintendent(s), Teacher(s)	Fall 2016, Spring 2017	(S)Local Funds	*Sign-in Sheets *Community participation group demographics
2. Provide all information in English/Spanish. (Title I SW: 1,6) (Target Group: All) (NCLB: 4,5)	Principal	monthly	(S)Local Funds	*documents
3. Investigate in order to begin to offer adult ESL classes. (Title I SW: 6) (Target Group: All, ESL) (NCLB: 2,5)	Federal Programs Director, Principal, Superintendent(s), Teacher(s), Volunteers	fall 2016-spring 2017	(S)Local Funds	surveys to asses the need find evening staff available to teach courses possible formation of classes

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Goal 1. Booker ISD will provide opportunities to cultivate academic success.

Objective 6. Provide opportunities for accountability and responsibility

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to use DMAC as the instrument for teachers/staff to disaggregate student data for planning and instruction. TEKS Resource System/Performance indicators/quintile reports (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,5)	Counselor(s), Curriculum Director, Principal, Teacher(s)	quarterly	(S)Local Funds	*Instruction design based on data *Tutorial groups design and makeup based on data *Reports Cards *Assessment results

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Goal 1. Booker ISD will provide opportunities to cultivate academic success.

Objective 7. Provide opportunities for cross-curricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a common vocabulary and terminology (Title I SW: 1,2) (Target Group: All) (NCLB: 5)	Curriculum Director, Principal, Staff, Teacher(s)	Fall 2016-Spring 2017	(S)Local Funds	Lesson plans and projects
2. Writing across the core (Title I SW: 1,2,3,4,10) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Curriculum Director, Principal	Fall 2016-Fall 2017	(S)Local Funds	Lesson plans and projects

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Goal 2. Booker ISD will provide opportunities for an appropriate curriculum.

Objective 1. Provide an aligned curriculum

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue use of TEKS through TEKS resource system. (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, Curriculum Director, Department Heads, Foreign Language Teacher, Principal, Special Ed Teachers, Teacher(s)	Daily	(S)Local Funds	*Lesson plans *Curriculum Assessments *Principal observations *VAD
2. Provide summer curriculum training for new teachers and teachers changing content. (Title I SW: 1,2,3,4,5,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Curriculum Director	June, July, August 2016	(S)Local Funds	*Sign in sheets
3. Provide summer curriculum training for updates in TEKS if necessary. (Title I SW: 1,4,5) (Target Group: All) (NCLB: 3)	Curriculum Director	August 2016	(S)Local Funds	Sign in sheets
4. Continue research-based programs for remediation and/or tutorials. (Title I SW: 1,2,3,9) (Target Group: All) (NCLB: 1,2,4,5)	Curriculum Director, Principal, Superintendent(s)	throughout the year	(S)Local Funds, (S)State Compensatory	Student progress

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Goal 2. Booker ISD will provide opportunities for an appropriate curriculum.

Objective 2. Provide an aligned curriculum in career and technology education (CTE)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide an aligned CTE curriculum (Title I SW: 1,2) (Target Group: All, CTE) (NCLB: 5)	CTE Director, Curriculum Director, Federal Programs Director	May 2016	(S)Local Funds	*CTE curriculum document
2. CTE teachers will implement State Curriculum and Tech-Prep courses to better prepare students for career opportunities and obtain CTE certifications. (Title I SW: 3,9) (Target Group: CTE) (NCLB: 4)	CTE Director, Principal, Teacher(s)	Each semester	(S)CTE	Lesson plans, certificates, transcript, schedule

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Goal 2. Booker ISD will provide opportunities for an appropriate curriculum.

Objective 3. Provide an aligned curriculum in fine arts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide update for aligned fine arts curriculum (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Curriculum Director, Principal, Teacher(s)	May 2016	(S)Local Funds	*Completed curriculum
2. Implement the TEKS for band, music, and art. (Title I SW: 3,9) (Target Group: All) (NCLB: 3,4)	Music Teacher, Principal, Teacher(s)	August-May	(S)Local Funds	Documentation of TEKS covered

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Goal 2. Booker ISD will provide opportunities for an appropriate curriculum.

Objective 4. Provide an aligned curriculum in physical education

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide updates for physical education curriculum (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Curriculum Director, Principal, Teacher(s)	May 2016	(S)Local Funds	*Physical Education curriculum
2. At a minimum, students will have 30 minutes of physical education class daily. Students will be given the opportunity for physical activity during the school day through PE classes and recess. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August - June	(S)Local Funds	School schedules, student transcript, sports rosters and schedules
3. Implement the TEKS for physical education. (Title I SW: 3,10) (Target Group: All) (NCLB: 3,4)	PE Teachers, Principal	August-May	(S)Local Funds	Documentation of TEKS covered

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Goal 2. Booker ISD will provide opportunities for an appropriate curriculum.

Objective 5. Provide an aligned curriculum in foreign languages

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide update for aligned curriculum in Spanish. (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Curriculum Director, Principal, Teacher(s)	May 2016	(S)Local Funds	*Foreign Language curriculum

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Goal 2. Booker ISD will provide opportunities for an appropriate curriculum.

Objective 6. Provide an aligned curriculum in technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide update for aligned curriculum in technology. (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Curriculum Director, Principal, Teacher(s), Technology Director	May 2016	(S)Local Funds	Technology curriculum

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Goal 3. Booker ISD will provide opportunities for all students to meet or exceed state testing standards.

Objective 1. Provide math curriculum and instruction to ensure student success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify STAAR math objectives that need improvement and design instructional strategies for each (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, Curriculum Director, Principal	Beginning of year, middle of year, end of year	(S)Local Funds	* Minutes * Sign in Sheets * STAAR Results
2. Continue research-based programs for remediation and/or tutorials (Title I SW: 1,2,8,9) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, Curriculum Director, Principal	weekly	(S)Local Funds	*STAAR results

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Goal 3. Booker ISD will provide opportunities for all students to meet or exceed state testing standards.

Objective 2. Provide ELAR curriculum and instruction to ensure student success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify STAAR ELA objectives that need improvement and design instructional strategies for each. (Title I SW: 1) (Target Group: All) (NCLB: 1,5)	Core Subject Teachers, Curriculum Director, Principal	Quarterly	(S)Local Funds	STAAR results
2. Continue research-based programs for remediation and/or tutorials (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, Curriculum Director, Principal	Weekly	(S)Local Funds	*STAAR Results

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Goal 3. Booker ISD will provide opportunities for all students to meet or exceed state testing standards.

Objective 3. Provide science curriculum and instruction to ensure student success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify STAAR science objectives that need improvement and design instructional strategies for each (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, Curriculum Director, Principal	Beginning of year, Middle of year, End of year	(S)Local Funds	*Minutes *Sign in Sheets *STAAR Results
2. Provide research-based programs for remediation and/or tutorials (Title I SW: 1,2,8,9) (Target Group: All) (NCLB: 5)	Core Subject Teachers, Curriculum Director, Principal	Weekly	(S)Local Funds	*STAAR results
3. Continue update of lab materials and supplies as needed (Title I SW: 1,2) (Target Group: All) (NCLB: 5)	Principal	quarterly	(S)Local Funds	*Inventory

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Goal 3. Booker ISD will provide opportunities for all students to meet or exceed state testing standards.

Objective 4. Provide social studies curriculum and instruction to ensure student success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify STAAR social studies objectives that need improvement and design instructional strategies for each (Title I SW: 1,2,8) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, Curriculum Director, Principal	Beginning of year, Middle of year, End of year	(S)Local Funds	* Minutes * Sign in Sheets * STAAR results
2. Continue research-based programs for remediation and/or tutorials. (Title I SW: 1) (Target Group: All) (NCLB: 1,5)	Core Subject Teachers, Curriculum Director, Principal	quarterly	(S)Local Funds	STAAR Results

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Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 1. Provide 100% students with opportunities for success in regard to gender

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure class offerings are open to all genders (Title I SW: 9) (Target Group: All) (NCLB: 5)	Counselor(s), Principal	Upon enrollment	(S)Local Funds	*Class rosters

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Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 2. Provide 100% students with opportunities for success in regard to ethnicity

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure class offerings are open to all ethnicities (Title I SW: 10) (Target Group: All) (NCLB: 5)	Counselor(s), Principal	Upon enrollment	(S)Local Funds	*Class rosters

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Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 3. Provide 100% students with opportunities for success in regards to mobility

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure classes are not closed due to late enrollment (Title I SW: 9) (Target Group: All) (NCLB: 5)	Counselor(s), Principal	Upon enrollment	(S)Local Funds	*Class rosters
2. Provide creative scheduling opportunities (Title I SW: 9) (Target Group: All) (NCLB: 5)	Counselor(s), Principal	Upon enrollment	(S)Local Funds	*Student schedules

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Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 4. Provide 100% at risk students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enforce a tutorial program for identified students (Title I SW: 9,10) (Target Group: All, AtRisk) (NCLB: 1)	Counselor(s), Principal, Teacher(s)	Daily	(S)Local Funds, (S)Optional Extended Year Funding, (S)State Compensatory	*Percentage of decrease of student failures *Sign-in sheets for tutorials
2. Use cooperative learning structures and other effective practices in classrooms to address student learning styles (Title I SW: 2,5,9) (Target Group: All, AtRisk) (NCLB: 1)	Principal, Teacher(s)	Weekly	(S)Local Funds	*Walk Throughs *Evidence of implementation in classroom
3. Address the achievement gap between the percentage of at-risk population and the percentage of other population students passing all portions of the STAAR (Title I SW: 1,2) (Target Group: AtRisk) (NCLB: 1,5)	Instructional Focus Group, Principal, Teacher(s)	Beginning of Year, End of Year	(S)Local Funds	*Increase in percentage of at-risk students passing all portions of STAAR.
4. Provide smaller class size (Title I SW: 3) (Target Group: All) (NCLB: 1)	Principal, Superintendent(s)	Prior to Start of School	(F)Title I, A , (S)State Compensatory	Teacher Rosters and student performance

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Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 5. Provide 100% economically disadvantaged students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Customize research-based strategies to meet the needs of the economically disadvantage student (Title I SW: 1,9) (Target Group: AtRisk) (NCLB: 5)	Principal, Staff, Teacher(s)	Daily	(S)Local Funds	*Lesson Plans *STAAR results

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Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 6. Provide 100% migrant students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify and recruit migrant children and youth including conducting annual residency verification and other ID&R activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students (Title I SW: 10) (Target Group: Migrant) (NCLB: 1)	Federal Programs Director, Migrant Recruiter, Migrant Services Coordinator	September 1, 2016-August 31, 2017	(F)Title 1, C Migrant	*Residency Verification *NGS Reports
2. Review the Identification and Recruitment (ID&R) Plan (Title I SW: 10) (Target Group: Migrant) (NCLB: 1)	Migrant Services Coordinator, Title I, C Migrant PAC	September 2016	(F)Title 1, C Migrant	*ID&R Plan
3. Encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the NGS Implementation Guidelines for ESCs and LEAs (Title I SW: 10) (Target Group: Migrant) (NCLB: 1)	Migrant Recruiter, Migrant Services Coordinator, NGS Data Entry Specialist	September 1, 2016-August 31, 2017	(F)Title 1, C Migrant	*NGS Reports
4. Emphasize the seven areas of focus in serving migrant students: early childhood education, graduation enhancement, parental involvement, identification and recruitment, secondary credit exchange accrual, migrant services coordination, and NGS migrant student record transfer (Target Group: Migrant) (NCLB: 1)	Migrant Recruiter, Migrant Services Coordinator	September 1, 2016-August 31, 2017	(F)Title 1, C Migrant	*NGS Reports
5. Address the seven areas of concern as identified by the Office of Migrant Education: Educational Continuity, Instructional Time, School Engagement, English Language Development Education Support in the Home, Health, and Access to Services (Title I SW: 10) (Target Group: Migrant) (NCLB: 1)	Migrant Recruiter, Migrant Services Coordinator	September 1, 2016-August 31, 2017	(F)Title 1, C Migrant	*NGS Reports

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 6. Provide 100% migrant students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Determine individual needs for instructional and support services, identify available resources to address said needs, coordinate with entities to ensure that the child has access to the appropriate services, and follow up to monitor and document progress within the first grading period of the school year for the migrant eligible child (Title I SW: 10) (Target Group: Migrant) (NCLB: 1)	Migrant Recruiter, Migrant Services Coordinator	By the end of the first six weeks	(F)Title 1, C Migrant	*Log of contacts
7. Coordinate with school staff and the TMIP to ensure that migrant students who have failed STAAR in any content area are accessing local, intrastate, and interstate opportunities available for summer STAAR remediation (Title I SW: 9,10) (Target Group: Migrant) (NCLB: 1)	Migrant Recruiter, Migrant Services Coordinator, NGS Data Entry Specialist	June-August 2016	(F)Title 1, C Migrant, (S)Local Funds, (S)State Compensatory	*NGS Reports *STAAR Results
8. Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS (Title I SW: 10) (Target Group: Migrant) (NCLB: 1,5)	Migrant Services Coordinator	September 1, 2016-August 31, 2017	(F)Title 1, C Migrant, (S)Local Funds	*NGS Reports *Report Cards
9. Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress. (Title I SW: 10) (Target Group: Migrant) (NCLB: 1)	Migrant Services Coordinator	September 1, 2016-August 31, 2017	(F)Title 1, C Migrant	*Mentoring programs or support organizations class logs

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 6. Provide 100% migrant students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Provide for middle school students the coordination of resources by contacting each student or family to establish the extent of student needs for homework assistance and tools (Title I SW: 10) (Target Group: Migrant) (NCLB: 1)	Migrant Services Coordinator	September 1, 2016-August 31, 2017	(F)Title 1, C Migrant, (S)Local Funds	*Contact Log

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 7. Provide 100% homeless students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify students in homeless situations upon enrollment (Title I SW: 9) (Target Group: All) (NCLB: 1)	Homeless Liaison, PEIMS Clerks	Upon enrollment in school	(S)Local Funds	*Homeless Questionnaire
2. Provide identified homeless students assistance with enrollment, lunch program, all other resources available to other students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Homeless Liaison, PEIMS Clerks, Teacher(s)	Daily	(S)Local Funds	*Services logs for homeless students

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 8. Provide 100% potential and/or dropout students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide research based programs for credit accural and recovery (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,4,5)	Counselor(s), PEIMS Clerks, PEIMS Coordinator, Principal, Superintendent(s)	Beginning of year	(S)Local Funds, (S)State Compensatory	*AEIS Drop Out Report *PEIMS Leavers Report
2. Maintain a 1% or less drop out rate in each student subgroup (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1,2,5)	Counselor(s), Principal, Superintendent(s)	Daily	(S)Local Funds	*Credits earned and PEIMS drop out report
3. Provide transition activities for students entering PK, sixth, ninth, and post-secondary grades to promote the importance of staying in school (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2,5)	Counselor(s), Principal	beginning and ending of year	(S)Local Funds	*Lesson plans *Program plans

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 9. Provide 100% dyslexic students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide research based dyslexia programs (Title I SW: 9,10) (Target Group: Dys) (NCLB: 1,4,5)	Principal, Superintendent(s)	Beginning of year	(S)Local Funds, (S)State Compensatory	*Student academic success

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 10. Provide 100% Gifted and Talented (GT) students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disseminate information to parents, students, and faculty for student nomination, assessment, and identification (Title I SW: 9) (Target Group: GT) (NCLB: 1)	Counselor(s), GT Coordinator	April	(S)Local Funds	*Contact Logs *Returned Forms
2. Use five appropriate assessment criteria that include both qualitative and quantitative measures (Title I SW: 9) (Target Group: GT) (NCLB: 1)	Counselor(s), GT Coordinator	summer testing	(S)Local Funds	*Assessments
3. Determine student selection for gifted and talented program using a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (Title I SW: 8) (Target Group: GT) (NCLB: 1)	Counselor(s), GT Coordinator, Teacher(s)	Following testing	(S)Local Funds	*GT list
4. Base informal reassessment on student performance and formal assessment on entrance criteria (Title I SW: 9) (Target Group: GT) (NCLB: 1)	Counselor(s), GT Coordinator, Teacher(s)	summer testing	(S)Local Funds	*Assessment/reassessment results

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 11. Provide 100% Special Education students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue services with Perryton Special Education Shared Services Arrangement (Title I SW: 1,2,10) (Target Group: SPED) (NCLB: 1,4,5)	Superintendent(s)	Beginning of year	(F)IDEA Special Education, (S)Local Funds	*Percentage of students testing on grade level
2. Provide paraprofessionals for high needs special education students (Title I SW: 1,9,10) (Target Group: SPED) (NCLB: 5)	Principal, Special Ed Teachers, Superintendent(s)	Beginning of year	(F)IDEA-B ARRA Special Education	*Progress reports

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 12. Provide 100% English Language Learner (ELL/LEP) students with opportunities for success

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide assistance for ESL students in content classroom. Continue to use the ELPS in the daily lessons. (Title I SW: 2,10) (Target Group: ESL) (NCLB: 2)	Principal, Teacher(s)	Daily	(S)Local Funds, (S)State Compensatory	*ESL Student Progress Reports *TELPAS Results
2. Provide a stipend for ESL certified teachers to ensure ESL student success (Title I SW: 1,2,10) (Target Group: ESL) (NCLB: 1,2,3,4,5)	Certification Officer, Superintendent(s)	November and January	(F)Title III Bilingual / ESL, (S)Local Funds	*ESL Endorsements *Payroll
3. Provide language assistance through technology (Title I SW: 1,9) (Target Group: ESL) (NCLB: 5)	Federal Programs Director, Principal	Daily	(F)Title III Bilingual / ESL	*Student progress reports

BOOKER ISD

Goal 4. Booker ISD will provide opportunities for special population students to meet or exceed state testing standards

Objective 13. Provide 100% Foster Care students with opportunities for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify students in foster care situations upon enrollment. (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Counselor(s), Federal Programs Director, Teacher(s)	Upon enrollment	(S)Local Funds	Enrollment information
2. Recommend opportunities for student enrichment through video conferences, field trips, school wide programs and updated textbooks. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2,5)	Campus Site Based Committee, Counselor(s), Curriculum Director, Principal, Teacher(s)	Quarterly	(S)Local Funds	*Teacher/Parent Surveys *Student Products *Student Academic Success *Student Participation

BOOKER ISD

Goal 5. Booker ISD will provide opportunities to remain current in all technological changes, advances and applications.

Objective 1. Provide current technological tools to accomplish the functions of administrative and support staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for TxEIS (Target Group: All)	Superintendent(s)	Beginning of Year	(S)Local Funds	*Workshop Training Certificates

BOOKER ISD

Goal 5. Booker ISD will provide opportunities to remain current in all technological changes, advances and applications.

Objective 2. Provide opportunities for 100% of teachers to model instructional practices using technology

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue providing technological equipment for classrooms (Title I SW: 1) (Target Group: All) (NCLB: 4)	Superintendent(s)	Beginning of Year	(S)Local Funds	*Classroom inventories *Walkthroughs

BOOKER ISD

Goal 5. Booker ISD will provide opportunities to remain current in all technological changes, advances and applications.

Objective 3. Provide opportunities for 100% of students to increase proficiencies in technology applications

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide computer instruction, PreK-12 (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	Beginning of year	(S)Local Funds	*Master Schedule

BOOKER ISD

Goal 6. Booker ISD will provide opportunities to foster positive community, parent, teacher and student communication and relationships.

Objective 1. Provide opportunities for communication and cooperation between the school, community, and parents to aid in the improved progress of 100% of students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Parent Portal for access to student academic progress (Title I SW: 6,9) (Target Group: All)	Superintendent(s), Technology Director	beginning of year	(S)Local Funds	*Parent Portal use
2. Provide social networking updates of school activities through One Call Now (text) and Facebook for community and parents. (Title I SW: 1,6) (Target Group: All)	Principal, Technology Director	Daily as needed	(S)Local Funds	*Community/Parent participation
3. Continue to update school website (Title I SW: 1,6,9,10) (Target Group: All) (NCLB: 4,5)	Teacher(s)	weekly	(S)Local Funds	Website
4. Provide teacher webpages to further communicate with parents for class information. (Title I SW: 1,6) (Target Group: All) (NCLB: 4,5)	Teacher(s)	weekly	(S)Local Funds	webpages

BOOKER ISD

Goal 6. Booker ISD will provide opportunities to foster positive community, parent, teacher and student communication and relationships.

Objective 2. Provide opportunities for 100% of parents to be actively involved in curricular and extracurricular activities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer school sponsored activities and committees (Title I SW: 1,2,6) (Target Group: All) (NCLB: 5)	Principal	Monthly	(S)Local Funds	*Sign in Sheets *Minutes *Attendance at activities
2. Promote PTO, Kiowa Club, and encourage parent volunteer programs in order to support all programs and all activities. (Title I SW: 1,6) (Target Group: All) (NCLB: 4,5)	Campus Site Based Committee, Community, Parent Involvement Committee	throughout the school year.	(S)Local Funds	Membership of PTO and number of parent volunteers

BOOKER ISD

Goal 6. Booker ISD will provide opportunities to foster positive community, parent, teacher and student communication and relationships.

Objective 3. Provide higher education information to students and parents

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parents and students with higher education admissions and financial opportunities (Title I SW: 10) (Target Group: All) (NCLB: 5)	Counselor(s)	Fall and Spring Semesters	(S)Local Funds	*Agenda, sign in sheets, and minutes
2. Provide guidance for student post-secondary curricular needs (Title I SW: 10) (Target Group: All) (NCLB: 5)	Counselor(s)	Monthly	(S)Local Funds	*Counselor Logs
3. Provide information on high school accelerated graduation opportunities (Title I SW: 10) (Target Group: All) (NCLB: 5)	Counselor(s)	Beginning of semesters	(S)Local Funds	*Counselor Logs

BOOKER ISD

Goal 7. Booker ISD will provide appropriate, beneficial and meaningful staff development.

Objective 1. Provide high quality staff development for 100% of staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development addressing needs (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,3)	Curriculum Director, Principal, Superintendent(s)	Beginning of year	(S)Local Funds	*Sign in Sheets and Certificates

BOOKER ISD

Goal 7. Booker ISD will provide appropriate, beneficial and meaningful staff development.

Objective 2. Provide training for 100% of staff specific to their teaching areas

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend State TEKS Resource Management Conference (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2)	Curriculum Director, Principal, Superintendent(s)	August	(S)Local Funds	*Training certificates
2. Require teachers to attend workshops throughout the year in content specific areas (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,3)	Curriculum Director	Monthly	(S)Local Funds	*Training Certificates
3. Design local inservice to address specific instructional needs (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2,3,5)	Curriculum Director, Department Heads, District Site Based Committee, Principal, Superintendent(s)	Beginning of year and as needed	(S)Local Funds	Workshop attendance

BOOKER ISD

Goal 8. Booker ISD will provide opportunities for a positive, safe, and orderly school culture

Objective 1. Provide opportunities to address the health needs of students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue FitnessGram (Target Group: All) (NCLB: 4)	Music Teacher, PE Teachers, Technology Director	March, April, May	(S)Local Funds	*Submission of data
2. Maintain USDA compliant school lunch program (Title I SW: 10) (Target Group: All) (NCLB: 4)	Food Services Supervisor, Superintendent(s)	Daily	(S)Local Funds	*Audit results
3. Provide vision/hearing screenings (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Staff	Spring 2017	(S)Local Funds	*Screening reports
4. Provide spinal screenings (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Staff	Spring 2017	(S)Local Funds	Screening reports

BOOKER ISD

Goal 8. Booker ISD will provide opportunities for a positive, safe, and orderly school culture

Objective 2. Provide a safe and efficient facilities and environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain security camera system (Title I SW: 1,4) (Target Group: All)	Superintendent(s), Technology Director	Monthly	(S)Local Funds	*Purchase Orders
2. Continue to provide a full time counselor (Title I SW: 1,2,10) (Target Group: All) (NCLB: 4)	Superintendent(s)	Daily	(S)Local Funds, (S)State Compensatory	*Payroll
3. Maintain and update the Emergency Management Procedures Plan (Title I SW: 1) (Target Group: All) (NCLB: 4)	Curriculum Director, Federal Programs Director, Principal, Superintendent(s)	Beginning of school	(S)Local Funds	*Emergency Management Procedures Plan
4. Provide counseling services in the following areas: suicide prevention, conflict resolution, bullying, violence/prevention and intervention, discipline management, harassment and dating violence (Title I SW: 9) (Target Group: All) (NCLB: 4)	Counselor(s), Principal	Monthly	(S)Local Funds	*Counselor logs, discipline referrals
5. Provide pregnancy prevention curriculum and training for students and parents (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2,4)	Counselor(s), Principal	Quarterly	(S)Local Funds	*Counselor logs

BOOKER ISD

Goal 9. Booker ISD will provide opportunities for staff to comply with federal and state guidelines

Objective 1. Provide 100% highly qualified teachers and paraprofessionals in the classroom to be in compliance with ESSA expectations, using NCLB as a reference until all ESSA specifications are complete and in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain 100% Highly Qualified teachers in core academic areas (Title I SW: 3,4,5) (Target Group: All) (NCLB: 1,2,3)	Certification Officer, Principal, Superintendent(s)	Beginning of year	(S)Local Funds	* Highly Qualified Teachers' Report
2. Maintain 100% Highly Qualified paraprofessionals on all campuses (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2,5)	Certification Officer, Principal, Superintendent(s)	Beginning of Year	(S)Local Funds	* Highly Qualified Teacher Report
3. Provide staff development opportunities for 100% administrative, teachers, and paraprofessional staff members pertaining to areas of assignment to ensure a highly qualified staff to meet BISD needs/objectives. (Title I SW: 1,2,3,4,10) (Target Group: All) (NCLB: 3)	Curriculum Director, Federal Programs Director, Principal	as needed and available	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)Local Funds	CNA, sign-in sheets, certificates
4. Comprehensive staff development will be provided to meet the needs of the staff and students. Staff development waivers will be used to provide intensive, effective targeted professional development. Funds will be available to pay for training supplies and to bring in experts on reaching ESL and At-Risk students. (Title I SW: 1,2,3,4,8,10) (Target Group: All) (NCLB: 1,2,3)	Curriculum Director, Federal Programs Director, Principal, Superintendent(s)	Throughout the year	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory	CNA, sign-in sheets, certificates
5. Assign or reassign teachers and paraprofessionals to areas so that programs and student needs are met. (Title I SW: 1,2,3,9,10) (Target Group: All) (NCLB: 1,2,4,5)	Principal, Superintendent(s)	July - June	(F)Title I, A , (S)Local Funds, (S)State Compensatory	CNA, Improved student achievement
6. Recruit potential staff via face to face interviews, phone interviews, or video streaming in multiple states. Focus will be on recruiting bilingual teachers in the elementary and other areas of locally identified needs. (Title I SW: 1,3) (Target Group: All) (NCLB: 3)	Principal, Superintendent(s)	as needed	(S)Local Funds	Employment records

BOOKER ISD

Goal 9. Booker ISD will provide opportunities for staff to comply with federal and state guidelines

Objective 2. Provide staff with tools to maintain a 97% attendance rate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance (Title I SW: 1,9) (Target Group: All) (NCLB: 1,4,5)	PEIMS Clerks, Principal, Superintendent(s)	Weekly	(S)Local Funds	*TxEIS reports

BOOKER ISD

Goal 9. Booker ISD will provide opportunities for staff to comply with federal and state guidelines

Objective 3. Provide opportunities to maintain CAP and PGP

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update CAP and PGP plans (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	Counselor(s), CTE Director, Curriculum Director	Spring 2017	(F)Title 1, C Migrant, (F)Title I, A, (S)Local Funds	*Updated plans

BOOKER ISD

Goal 10. Goal 10. Booker ISD will implement a safeguard intervention plan to improve writing for all students.

Objective 1. Provide staff with assistance to eliminate attendance issues

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to monitor student tardies <ul style="list-style-type: none"> a. Parent contact from teacher b. Parent contact from principal c. Provide additional instruction time after school d. Provide intervention from other sources if necessary e. Develop a relationship with student to determine the cause of tardies (Title 1 SW: 1,2,6,9,10) (Target Group: All) (NCLB: 1,2,5)	Counselor(s), Homeless Liaison, Migrant Services Coordinator, Principal, Teacher(s)	Daily	(S)Local Funds	Number of tardies
2. Continue to monitor attendance <ul style="list-style-type: none"> a. Parent contact from teacher b. Parent contact from principal (letter sent to parents after certain number of reported absences) c. Principal letter sent to court after certain number of absences d. Provide after school homework detention e. Intervention from other sources if necessary (Title 1 SW: 1,2,6,9, 10) (Target Group: All) (NCLB: 1,2,5)	Counselor(s), Homeless Liaison, Migrant Services Coordinator, Principal, Teacher(s)	Daily	(S)Local Funds	Attendance records
3. Positive interventions to promote attendance <ul style="list-style-type: none"> a. Parent and Teacher contact with parents and students upon noticing improvement b. Form positive relationships with parents and students to encourage better attendance c. Elementary Positive interventions <ul style="list-style-type: none"> 1. Classroom coupons 2. Special Lunch 3. Prizes ((Title 1 SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Counselor(s), Homeless Liaison, Migrant Services Coordinator, Principal, Teacher(s)	Ongoing	(S)Local Funds	Attendance Records

BOOKER ISD

Goal 10. Goal 10. Booker ISD will implement a safeguard intervention plan to improve writing for all students.

Objective 2. Provide assistance to eliminate discipline problems in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide the classroom teacher with necessary assistance Title 1 SW: 1,2,3,4,9,10)(Target Group: All) (NCLB: 1,2,4,5) (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,4,5)	Principal, Teacher(s)	Ongoing	(S)Local Funds	Discipline Referrals
2. Teachers and Principal will promote positive interactions to counter students' negative behavior a. Recognition Cards b. Happygrams c. Kool Kirksey Kids d. Classroom coupons e. Kirksey Essential 10 (Title 1 SW: 2,9) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	Ongoing	(S)Local Funds	Discipline Referrals
3. Provide professional development in effective classroom management for teachers a. Region 16 -- Classroom Management Workshops (Title 1 SW: 1,2,3,4,9) (Target Group: All) (NCLB: 4)	Curriculum Director, Principal, Superintendent(s), Teacher(s)	Ongoing	(S)Local Funds	Attendance Certificates Classroom Walkthrough Evaluations Classroom Observations -- PDAS
4. Consistent implementation of discipline practices a. Classroom management b. Discipline Practices c. Parent contact (Title 1 SW: 1,2,3,4,6,9) (Target Group: All) (NCLB: 1,2,3,4,5) (Title I SW: 2,6,9)	Principal, Teacher(s)	ongoing	(S)Local Funds	

BOOKER ISD

Goal 10. Goal 10. Booker ISD will implement a safeguard intervention plan to improve writing for all students.

Objective 2. Provide assistance to eliminate discipline problems in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide programs to educate students about physical and emotional changes (Title 1 SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,4,5) a. Health safety personnel to inform about body changes b. Appropriate behavior practices c. Health education class	Campus Site Based Committee, Counselor(s), Principal, Superintendent(s)	Periodically through the year	(S)Local Funds	Discipline referrals, observation

BOOKER ISD

Goal 10. Goal 10. Booker ISD will implement a safeguard intervention plan to improve writing for all students.

Objective 3. Provide professional development and assistance with disaggregating and utilizing test data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have stronger enforcement of classroom rules (Title 1 SW: 1,2,3,4,9) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	Ongoing	(S)Local Funds, (S)State Compensatory	Discipline referrals Walk throughs Evaluations
2. Provide classroom teacher with time and assistance in identifying the lowest test scores and areas of highest needs a. Essays, organization, and development b. Revising and editing c. Motivation of students to write well (Title 1 SW: 1,2,3,4,8,9) (Target Group: All) (NCLB: 1,2,5)	Curriculum Director, Principal, Teacher(s)	Ongoing	(F)DMAC, (S)Local Funds	STAAR Test TEKS Resource Assessments Student Growth
3. Implement the following new strategies in every ELAR classroom: a. Daily Oral Language b. 6 + 1 Traits Writing c. Writing notebook d. Improved and increased technology usage 1. Electronic dictionaries and thesaurus e. Homework detention f. Use cross-curricular writing often to improve expository writing g. Incorporate academic language into spelling tests (Title 1 SW: 1,2,3,4,9) (Target Group: All) (NCLB: 1,2,5)	Principal, Teacher(s)	Daily	(S)Local Funds, (S)State Compensatory	Student Growth TEKS Resource System Assessments Walk throughs Evaluations
4. Provide professional development for increased understanding of the writing process: a. Classroom Instructional Coaching b. Inservices (Title 1 SW: 1,2,3,4,9) (Target Group: All) (NCLB: 1,2,4,5)	Curriculum Director, Principal, Superintendent(s)	throughout the year	(S)Local Funds	Student progress STAAR test results TEKS Resource System Assessments

BOOKER ISD

Goal 10. Goal 10. Booker ISD will implement a safeguard intervention plan to improve writing for all students.

Objective 3. Provide professional development and assistance with disaggregating and utilizing test data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Continue implementation of the following strategies: a. Color Coding sentences b. Word-a-day c. Editing together (Title 1 SW: 1,2,3,4,9) (Target Group: All) (NCLB: 1,2,5)	Curriculum Director, Principal, Teacher(s)	Daily	(F)DMAC, (S)Local Funds, (S)State Compensatory	Student Progress

Expenditures

Resource	Source	Strategy	Amount
CTE	State	2.2.2	
DMAC	Federal	10.3.2, 10.3.5	
IDEA Special Education	Federal	4.11.1	
IDEA-B ARRA Special Education	Federal	4.11.2	
Local Funds	State	1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.3.1, 1.3.2, 1.4.1, 1.4.2, 1.5.1, 1.5.2, 1.5.3, 1.6.1, 1.7.1, 1.7.2, 10.1.1, 10.1.2, 10.1.3, 10.2.1, 10.2.2, 10.2.3, 10.2.4, 10.2.5, 10.3.1, 10.3.2, 10.3.3, 10.3.4, 10.3.5, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.3.1, 2.3.2, 2.4.1, 2.4.2, 2.4.3, 2.5.1, 2.6.1, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.4.1, 3.4.2, 4.1.1, 4.10.1, 4.10.2, 4.10.3, 4.10.4, 4.11.1, 4.12.1, 4.12.2, 4.13.1, 4.13.2, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.4.2, 4.4.3, 4.5.1, 4.6.10, 4.6.7, 4.6.8, 4.7.1, 4.7.2, 4.8.1, 4.8.2, 4.8.3, 4.9.1, 5.1.1, 5.2.1, 5.3.1, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.2.1, 6.2.2, 6.3.1, 6.3.2, 6.3.3, 7.1.1, 7.2.1, 7.2.2, 7.2.3, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.1.5, 9.1.6, 9.2.1, 9.3.1	
Optional Extended Year Funding	State	4.4.1	
State Compensatory	State	1.1.4, 1.2.3, 1.2.5, 10.3.1, 10.3.3, 10.3.5, 2.1.4, 4.12.1, 4.4.1, 4.4.4, 4.6.7, 4.8.1, 4.9.1, 8.2.2, 9.1.4, 9.1.5	
Title 1, C Migrant	Federal	4.6.1, 4.6.10, 4.6.2, 4.6.3, 4.6.4, 4.6.5, 4.6.6, 4.6.7, 4.6.8, 4.6.9, 9.3.1	
Title I, A	Federal	4.4.4, 9.1.5, 9.3.1	
Title IIA Principal and Teacher Improvement	Federal	1.2.4, 9.1.3, 9.1.4	
Title III Bilingual / ESL	Federal	1.2.4, 4.12.2, 4.12.3, 9.1.3, 9.1.4	
11 Resource(s)			Total: \$0

At Risk 2016-2017

9.2.3.1 State Criteria for Identification of Students At Risk of Dropping Out of School

Section 29.081 of the Texas Education code defines the State criteria used to identify students at risk of dropping out of school.

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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 alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by the McKinney-Vento Homeless Education Assistance Improvement Act of 2001, Section 725; or
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.

House Bill 1691 of the 78th Legislature also amended Section 42.152 of the Texas Education Code to allow charges to the state compensatory education allotment (in proportion to the percentage of students that meet the criteria in Section 29.081(d) or (g)) for programs that serve students that are enrolled in accelerated reading program under Section 28.006(g) or that are enrolled in a program for treatment of students who have dyslexia or a related disorder as required by Section 38.003.

Booker ISD Discipline Plan is designed without regard to race, gender, socioeconomic level, educational placement or language.

Drug and Violence Prevention Programs at Booker Independent School District, 2016-2017 *AHEC- multiple programs set up and occur throughout the school year to include:

- a. Drug Awareness
- b. Personal Safety
- c. Suicide Prevention
- d. Manners/ Respect
- e. Anti-Bullying program
- f. Bullying – in counseling sessions, isafe, learning.com

*Home and School Connection

Monthly mailing – deals with health, fitness, bullying, and testing issues

*Red-Ribbon Week activities include:–

Anti drug program

Conflict resolution

*Character Counts

Behaviors - Trustworthiness, Respect, Responsibility, Fairness, Citizenship, Caring, and Positive decision making

Conflict resolutions

*Group Counseling Sessions – weekly

Respect of self and others (anti-bullying, anti-conflict)

Personal safety and self awareness

Drug and Alcohol awareness

Suicide Prevention

Individual Counseling Sessions – as needed

Encompass the specific need of the individual students

The BISD technology education program provides experiences that lead to the development of technologically literate people. At the elementary school level, students are introduced to technology and begin learning to use it in the classroom. At the middle school level, students' technological abilities are enhanced and the exploration of careers in technology are discovered in several overview courses. At the high school level, students take courses to prepare them for technical or professional programs of higher education, such as technical programs, STEM careers, engineering or architecture.

9.2.3.1 State Criteria for Identification of Students At Risk of Dropping Out of School

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1. Is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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 alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and

Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by the McKinney-Vento Homeless Education Assistance Improvement Act of 2001, Section 725; or

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.

House Bill 1691 of the 78th Legislature also amended Section 42.152 of the Texas Education Code to allow charges to the state compensatory education allotment (in proportion to the percentage of students that meet the criteria in Section 29.081(d) or (g)) for programs that serve students that are enrolled in accelerated reading program under Section 28.006(g) or that are enrolled in a program for treatment of students who have dyslexia or a related disorder as required by Section 38.003

Booker ISD Identification and Recruitment Plan 2016-2017

Training Activities:

Strategy/Activity	Staff	Resources	Timeline
Attend Identification and Recruitment (ID&R) Training	Recruiters Data Entry Clerks MSC	Region 16 ESC	By September 1 of before recruiting for the next year
Attend New Generation System (NGS) Training	Recruiters Data Entry Clerks Eligibility Reviewers and MSC	Region 16 ESC	Before October 1
Monitor and address ongoing training needs for ID&R. Work with Region 16 ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP Staff	Texas Manual for ID& R of Migrant Children Region 16 ESC	Ongoing throughout the year

Identification and Recruitment:

Strategy/Activity	Staff	Resources	Timeline
Have parents/guardians fill out employment surveys	Registration Staff Recruiters	Employment Survey	At time of enrollment

Booker ISD Identification and Recruitment Plan 2016-2017

Canvas the community for migrant students	Recruiters	Community Map	Prior to school starting, monthly, during summer
Complete COE for newly identified migrant children	Recruiters	COE	Upon enrollment in school or when identified
Review COEs	NGS Data Entry Specialist Reviewer	COE Region 16 ESC	Within 5 days of receipt of completed COE
Enter COE data into NGS	NGS Data Entry Specialist	Completed COE	Within 5 days of receipt of completed COE
Verify continued residency	Recruiters NGS Data Entry Specialist	COE Migrant Student List	Between September 1 and November 1. At time of turning 3 years old for 2 year old during the year.

Quality and Control:

Strategy/Activity	Staff	Resources	Timeline
Monitor Timelines	Recruiter NGS Data Entry Specialist Migrant Services Coordinator (MSC)	State Activity Timeline Chart Logs	Daily
Monitor Errors	MSC	Error Log	Daily
Complete quality control review	NGS Data Entry Specialists MSC	Quality Control Review Form	January
Maintain up-to-date records for all students and activities	Recruiters NGS Data Entry Specialist MSC	Logs	Daily

**Booker ISD Identification and Recruitment Plan
2016-2017**

Develop and update written procedures that outline ID&R quality control within the LEA	Recruiters NGS Data Entry Specialist MSC	Texas Manual for ID& R of Migrant Children	Beginning of school year
Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends	Recruiter MSC	COEs	Ongoing throughout the year

Booker Independent School District Migrant Priority for Services (PFS) Action Plan 2016-2017

The Priority for Services Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

- **Students in grades 3-12, Ungraded (UG), or Out of School (OS):**
 - Have failed one or more sections of the TAKS, STAAR, or are LEP Exempt, ARD Exempt, Absent or were not enrolled in a Texas school during the TAKS/STAAR testing period for their grade level, including Ungraded (UG) or Out of School (OS) students; **and** have their school interrupted during the previous or current regular school year.

- **Students in grades K-2:**
 - Have been designated as LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level **and** have their school interrupted during the previous or current regular school year.

Migrant Priority for Services Action Plan

The PFS Action Plan will incorporate each of the following elements to ensure students receive priority for services. The LEA will maintain auditable documentation that this PFS Action Plan has been implemented as specified in the BISD District Improvement Plan.

	Objective	Timeline	Activity	Responsibility
1	Track the academic progress of students identified as "PFS" to ensure that their needs are being met.	*3-week fail list *Report cards *JH/HS (only) weekly fail list	Campus MEP Contacts will review 3-week progress reports and 6 weeks' failure lists. In the JH/HS, Campus MEP Contacts will also review the weekly fail list.	Migrant Services Coordinator (MSC)
2	Make periodic home visits and/or school conferences to update parents on the academic progress of their children.	*Progress Reports *Each 6 weeks	Secondary: Each 3 weeks and 6 weeks when students are failing or have failed a core class. Elementary: Each 3 or 6 weeks when student appears At-Risk of not meeting academic success; Campus	MSC MEP Parent Liaison

			contacts will log each parent communication	
3	Inform MSC/campus Principals and appropriate campus staff of the priority for services criteria and updated NGS "PFS" reports.	Monthly (report ls ran during the 1 st week of each month)	Federal Programs Directors/Principals will be provided with list for their campus of students who meet the PFS criteria. These reports will be kept on file.	MSC
4	Provide parents with the priority for services criteria and updated NGS "PFS" reports.	*August *With each new COE	Newsletter will be updated covering the PFS criteria and provided to parents; Each parent who has a child who qualifies will be personally contacted.	MSC MEP Parent Liaison MEP Office Staff
5	Ensure that "PFS" students receive priority access to instructional services, social workers and community social services/agencies.	Ongoing	Additional Instructional Services will be provided throughout the school year and extended school year. Newsletter will be updated covering the various services that are available. Campus contacts will personally contact those parents who qualify.	MSC MEP Parent Liaison MEP Office Staff
6	Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data.	*August *October *January *Each new COE	Minimum of 3 times each year, NGS and PEIMS data will be compared.	MSC MEP Parent Liaison MEP Office Staff
7	Document federal, state, and local programs that serve "PFS" students.	*Ongoing	Documentation of all programs and services serving MEP PFS will be filed.	MSC MEP Office Staff

STATE COMPENSATORY EDUCATION PROGRAM OVERVIEW

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated instruction, Booker ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at risk of dropping out of school. All campuses, Booker JR High/High School and Kirksey Elementary School are school wide campuses, with at least 40% of the student population eligible for free and reduced lunch. The supplemental SCE funds will be used to support the school wide program or upgrading the entire educational program. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all Booker ISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled-Bill Text).

General Use of Funds

Booker ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15% administrative costs and the 18% allowable to provide baseline services at the District's AEP. The only exception to this ruling is where SCE funds are used to support one or more of the ten components at the two district Title I, Part A school wide campuses-Booker JR High/High School, and Kirksey Elementary-which exceeds 40% low income students. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I, Part A School wide Program Components at Booker JR High/High School, and Kirksey Elementary, so long as the campuses continue to meet, at a minimum, the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of

state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE will be met.

Student Eligibility

Booker ISD has adopted the thirteen criteria delineated in the Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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 alternative education program in accordance with 37.006 during the preceding or current school year;
7. Has been expelled in accordance with 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, be referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 USC. 11302, and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Identification Procedures

Responsibilities – District Contact

The superintendent, in consultation with each campus principal, shall appoint an At-Risk Coordinator for the district. The coordinator is responsible to:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedure for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State. The At-Risk Coordinator shall oversee identification processes for the district and shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The district coordinator and the campus principal and/or his/her designee, shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- For primary students only-students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI)
- For students in grades 7-12 only-student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance of grades within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-Risk)
- Retention rates
- Performance on state assessments, inclusive of TAK, EOCs and other statewide tests, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)

- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion.)
- Alternative education program placement (current or preceding school year)
- Expulsion records (current or preceding year)
- To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- Previous dropout information
- LEP status
- DPRS referrals (current school year)
- Homeless status
- Residential facility placement date (preceding or current year)

Provision of Services

Services

Upon identification of students, the at-risk coordinator, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for state assessments
- Extended learning opportunities (e.g., before-, during- and/or after-school tutoring sessions)
- Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery-like services)
- Counseling sessions
- Peer, teacher, community-member mentoring session
- ACT/SAT/PSAT and ASVAB preparation sessions for identified students
- Teen parenting sessions
- Training sessions for parents of identified students
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions
- Class-size reduction measures

Monitoring

In addition to provision of services, the At-Risk Coordinator, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include:

- Periodic interviews with service providers
- Written progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of three-week/six-week failure lists
- To the extent possible, quarterly and/or timely consultations with law enforcement agents and representatives from DPRS
- As appropriate, review impact of counseling services offered to identified students

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum on readiness test, on state assessments, pregnancy or parent status, expulsion timeframe, LEP status, residential placement timeframes), the at-risk coordinator, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Program Evaluation

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on mandated state assessments; and
2. The disparity in the rates of high school completion

Additional Evaluation Measures

Other evaluation measure may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in each campus plan/evaluation.

Specific Program Evaluation

Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.

**Booker Independent School District
Booker Junior High/High School Teacher Recruitment
and Retention Plan
2016-2017**

Goal	Strategies/Activities	Person(s) Responsible	Benchmark/Evaluation
Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100%.	(1)Identify all highly qualified teachers' core subject areas (2)Assign teacher according to their high qualified core subject areas	Certification Officer	Evaluation: 100% on the 2016-2017 HQ Compliance Report
Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100%	(1)Identify all highly qualified teachers' core subject areas (2)Assign highly qualified teachers in equal proportions to all campuses, including low-income and minority areas	Certification Officer	Evaluation: 100% on the 2016-2017 HQ compliance Report
Maintain the percentage of teachers receiving high-quality professional development on each campus to meet 100%	(1) Bring staff development to campuses and district levels (2) Provide opportunities to attend professional development programs (3)Provide summer professional development opportunities	Campus Principals Superintendent Curriculum Director	Evaluation: 100% of teachers receiving HQ professional development as indicated by documentation (certificates, sign-in sheets, etc.).
Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-HQ teachers	(1)Review class rosters to determine the student groups being taught by inexperienced, out-of-field, or non-HQ teachers (2)Assign teachers appropriately	Campus Principals	Evaluation: 2015-2016 class rosters
Attract and retain highly qualified teachers	(1)Provide competitive salaries and sign-on bonuses	Superintendent Principals Curriculum Director Certification Officer	Evaluation: View attrition rate

**Booker Independent School District
Booker Junior High/High School Teacher Recruitment
and Retention Plan
2016-2017**

	(2)Provide reimbursement for TExES state certification testing fees (For approved tests) (3)Provide release time for collaboration (4)Provide mentoring and coaching	Superintendent Principal Certification Officer	Evaluation: 100% on the 2016-2017 HQ Compliance Report
Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner	(1)Develop a process and outline for state certification to be given to teachers upon hire date (2)Develop a process/guidelines to use to judge new employees	Principals Certification Officer	Evaluation: 100% on the 2016-2017 HQ Compliance Report

Exception: Eligible new multi-subject special education teachers who can demonstrate highly qualified in either mathematics or ELAR have two years from their date-of-hire to meet highly qualified in additional core subject areas taught. In addition, in accordance with LEA's who are eligible for REAP flexibility and the Small Rural School Achievement Program through USDE states that newly teachers who teach two or more subjects and are highly qualified in at least one core academic subject they teach will have three years from the date of hire to become highly qualified in each core academic subject they teach.

TRANSPORTATION OF
STUDENTS IN FOSTER
CARE

The Every Student Succeeds Act (ESSA) addresses additional protections for students in foster care and establishes a system of joint responsibility for school districts, the state education agency, and the state and local child welfare agencies to ensure the educational stability of students in foster care. [See TEA's Foster Care and Student Success website at <http://tea.texas.gov/FosterCareStudentSuccess/> and the U.S. Department of Education and Health and Human Services' *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* at <http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>.]

ESSA requires each Texas school district to collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged, and funded. The procedures must ensure that the transportation will be provided promptly, in a cost-effective manner, in accordance with federal child welfare Title IV-E funding requirements [section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))], and ensure that if there are any additional costs incurred in providing transportation to maintain the student in his or her school of origin, the district will provide the transportation if:

- The child welfare agency agrees to reimburse the district for the additional costs;
- The district agrees to pay the additional costs; or
- The child welfare agency and district agency split the additional costs.

By December 10, 2016, and annually thereafter as directed by TEA, each school district must provide an assurance to TEA in the district's Title I Plan and eGrants application that the district has transportation procedures meeting the above requirements.

DEFINITIONS

ADDITIONAL COSTS

Additional costs reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. Title I, Part A funds may be used to pay for additional transportation costs in Title I districts.

SCHOOL OF ORIGIN

The school of origin is the school in which a student is enrolled at the time of placement in foster care or a change in placement. A student in foster care is entitled to remain enrolled in his or her school of origin unless it is determined not to be in the student's

best interest to stay at that school. Texas law allows a student in foster care to remain at the school of origin through the highest grade level offered by that school, even if the student exits foster care.

BEST-INTEREST
DETERMINATION

DFPS makes the final decision regarding whether it is in a student's best interest to remain in the school of origin. District staff may be asked to provide information on the "educational best interest" of the student to support education decision-making based on what is best for the student academically, including social and emotional development. [See FFC(EXHIBIT) for educational best-interest factors.] The federal *Non-Regulatory Guidance* provides a list of factors that should be considered in determining the student's educational best interest. Transportation costs or funding cannot be considered as a factor in making the best interest determination.

DISTRICT FOSTER
CARE LIAISON

The District foster care liaison is a District employee who facilitates the enrollment in or transfer to a public school of a student in the District who is in the conservatorship of the state. The District's foster care liaison is considered the designated point of contact for collaboration with DFPS on transportation procedures.

The District has designated the following staff person as the District foster care liaison in the TEA AskTED system:

Name: Lecia Pantleo

Position: Federal Programs Director

E-mail: lecia.pantleo@region16.net

Address: P.O. Box 288 Booker, TX 79005

Telephone: 806-658-1235

FOSTER CARE

Foster care means 24-hour substitute care for children placed away from their parent or guardian and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, homes of relatives and kin, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes.

CHILD WELFARE
AGENCY

In Texas, the DFPS is the relevant child welfare agency for collaboration on transportation procedures. Child Protective Services (CPS) is the division of DFPS that works with districts on issues related to students in foster care.

CHILD WELFARE
CONTACT

A district receiving Title I, Part A funds must collaborate with the DFPS-designated contact, including efforts to develop transportation procedures, if DFPS notifies a district, in writing, that the

agency has designated an employee to serve as a point of contact for the district. The CPS Regional Education Specialists and the CPS Service Program Administrators will serve as the points of contact in each region. Contact information for these individuals will be published on the DFPS, Child Protective Services webpage at https://www.dfps.state.tx.us/Child_Protection/State_Care/education.asp.

TITLE IV-E FUNDS

The Social Security Act allows federal child welfare Title IV-E funds to be used for food, clothing, shelter, and reasonable travel for the student in foster care to remain in the school in which the student is enrolled at the time of placement. These funds are part of the caregiver reimbursement rates for children placed in a foster home; however, children in foster care who are placed with a relative or kin may not be eligible for Title IV-E funds. Because there is currently not a mechanism for direct reimbursement or distribution to school districts of Title IV-E funds, districts are encouraged to consider other funding mechanisms for additional transportation costs to the school of origin.

GENERAL
TRANSPORTATION
PROCEDURES

To ensure that transportation is provided promptly when it is determined that a student in foster care will remain in the school of origin, the District has developed the following transportation procedures. These procedures will guide the development of an individual transportation plan for a student needing transportation to his or her school of origin. The district must ensure transportation is provided to the school of origin while any disputes regarding additional costs are resolved.

In developing these procedures, the District has taken the following steps to involve the DFPS child welfare contact and the CPS regional director: *(List outreach efforts to DFPS. To fulfill ESSA assurance requirements, TEA recommends that the District document all outreach and internal and external planning with DFPS on the development of transportation procedures.)*

The following District staff were involved in the development of these procedures: *(Adjust to reflect District participants, which may include the Title I director, the foster care liaison, the transportation director, the McKinney-Vento homeless liaison, the special education director, other relevant federal programs staff, and anyone needed for final approval.)*

FUNDING
STRATEGIES

The District and DFPS have identified the following funding options that may be implemented if additional costs to transport a student in foster care to the school of origin are determined:

(Adjust the items below to include those agreed upon by the District and DFPS. Consider any cost-sharing strategies that the District has used successfully with neighboring districts in transporting students who are homeless to and from their school of origin or any other programs where transportation costs are shared.)

- Cost sharing between the District and DFPS through use of a specific transportation strategy in which each party is responsible for a segment of the transportation;
- Offset of costs by DFPS, such as using Title IV-E funds paid to a foster parent or caregiver for transportation;
- Cost sharing between the school district of attendance and the school district where the student is living;
- Use of the District's Title I funds;
- Use of Medicaid reimbursements if an IEP for a student receiving special education services will include transportation as a related service;
- Use of any available grant funds; and
- *[Other*

TRANSPORTATION
STRATEGIES

The following transportation strategies may be considered in achieving transportation to a student's school of origin:

(Adjust the items below to include those agreed upon by the District and DFPS. Consider any strategies that have been used successfully to transport students who are homeless to and from their school of origin and effective practices currently used to share transportation costs with neighboring districts, community partners, or others.)

- Arranging transportation by the foster parent or caregiver to the school of origin or to a bus stop on a route to the school of origin, such as when the foster parent lives within a certain distance from the school of origin;
- Arranging transportation by a relative or another adult approved by DFPS with whom the student has a relationship and whose existing commute aligns with the student's transportation need to the school of origin or a bus stop on a route to the school of origin;
- Maximizing the existing District transportation system by exploring ways the student can be transported to an existing bus stop that serves the school of origin (options to transport the student to an existing bus stop could occur through use of

public transportation with a bus pass or transportation voucher, or transportation by the foster parent or caregiver, a relative, or another adult approved by DFPS with whom the student has a relationship);

- Using existing intradistrict transportation options that allow students to be transported within the District, such as routes for students who are homeless, students attending magnet programs, or students receiving special education services (this option may require the addition of a bus stop on an existing route or that an existing route be rerouted to accommodate the transportation needs);
- Coordinating with the district in which the student is living to provide transportation to the District boundaries or an existing bus stop within the District;
- Evaluating whether an IEP for a student receiving special education services will include transportation to the student's special education program at the school of origin as a related service;
- Contracting with a private transportation company, such as a taxi service, for the student's transportation needs;
- Using public transportation with a bus pass or transportation voucher;
- Adding a District transportation route; or
- *At this time, Booker Independents school district has no children within the foster care system. Should the situation arise or the need for transportation change, we as district will be in contact with our DFPS contacts.*

INDIVIDUAL
TRANSPORTATION
PLAN

Unless DFPS determines that it is not in the best interest of a student in foster care to remain in the school of origin, the District foster care liaison will take steps to promptly collaborate with relevant DFPS staff, including the DFPS child welfare contact, on how transportation to the school of origin will be provided, arranged, and funded.

When possible, and to allow for adequate consideration of the student's needs, individual transportation planning will begin in advance of placement changes and will occur in coordination with the consultation on the student's educational best interest. [See FFC(EXHIBIT) for educational best interest factors.]

The District foster care liaison will convene a meeting to establish an individualized transportation plan for the student. The liaison will attempt to include the student's DFPS education decision-maker and others who may be involved in education decision-making for the student, such as the student's caseworker, foster parent or caregiver, and the court-appointed special advocate (CASA). The District foster care liaison may also involve other District staff, as appropriate. The liaison will involve the District transportation director if the individual transportation plan will involve adjustments to existing bus routes.

If necessary, the District foster care liaison will identify a short-term transportation strategy that may be used until the final transportation plan is completed so that the student can remain at the school of origin without interruption.

In evaluating transportation options to the school of origin, participants will prioritize student safety, cost effectiveness, reliability, and time and distance of the commute.

DETERMINING
ADDITIONAL COSTS

To identify whether additional costs will be incurred in an individual transportation plan to transport the student to the school of origin, the foster care liaison will consult with the District transportation director to calculate the cost of transporting the student to the school that the student would otherwise attend, which will be used as a comparison. In accordance with the federal *Non-Regulatory Guidance*, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.

INDIVIDUAL
TRANSPORTATION
PLAN ELEMENTS

The individual transportation plan may include:

- A daily transportation strategy;
- One or more backup transportation strategies;
- Transportation strategies to allow participation in after-school and extracurricular activities;
- A description of the funding strategy that will be used if additional costs to transport the student to the school of origin are identified;
- Identification of who is responsible for each aspect of the transportation strategy;

- Designation of an adult to accompany younger students, if necessary, such as when public transportation is used;
- For transportation strategies with multiple segments, sign off procedures to ensure that the student safely and successfully completes each segment;
- A communication protocol between the District and DFPS when transportation for a student is no longer needed; and
- A regular review process for adjusting transportation strategies when circumstances change.

The final individual transportation plan will require a signature by the foster care liaison and a District official who has authority to approve any additional expenditures. The DFPS education decision-maker and the foster parent or caregiver, if different from the education decision-maker, will also be asked to sign the plan.

December 1, 2016

HS Cafeteria

4:00 p.m.

SHAC MEMBERS 2016-2017

Lecia Pantleo SHAC Coordinator, Parent, Federal Programs Director _____

Amy Dunn Parent, Community Member, Medical Personnel _____

Carmen Gonzales Staff, Community Member, Vision/Hearing _____

Tammy Pickens Teacher, Community Member, Swimming Coordinator, Fitness Gram _____

Randy Hall –Technology Director, Community Member, Fitness Gram _____

Griselda DeSantiago Cafeteria Director, Community _____

Ricky Smithey - Police Chief, Community Member _____

Jonathan Sell– EMT Director, Medical Personnel, Community Member _____

Shane Reagan –Coach, Scoliosis Screener, Fitness Gram _____

Raychel McDonald –Coach, Scoliosis Screener, Fitness Gram _____

Jessica Weinette –District Counselor, Parent _____

Brian Holt–High School Principal, Parent, Community
Member _____

Kelli Cates –Kirksey Elementary Principal _____

Walter Cox – Interim superintendent _____

Review following applicable programs.

1. Agenda Items – Goals and updates for the 2016-2017 school year
2. Lecia Pantleo – SHAC coordinator
 - Report on school safety updates (Principals)
 - Evaluate Building safety updates (Principals)
 - a. All building doors locked (exceptions – west door, back door)
 - b. Chime on front door (high school)(Mr. Holt explanation)
 - c. New blinds on all windows (are any still needed to be replaced)
 - d. “getaway bags” (emergency quick cards, class roster, emergency kit ,flashlights, cell phones)
 - e. Working on cell service in buildings (Randy)
 - f. Building break-ins

- g. Ice spot in front of front door needs more than salt (this will be inspected with weather changes and addressed)
 - h. All doors are now numbered
 - i. All public warning signs and markers are up
 - j. Who has access to breaker boxes in case of emergency – HS -Alonzo-Randy-Brian, Elem-Alonzo or owner Master Key
- 3. Mrs. Cates/Mr. Sell emergency plan update
- 4. Ask Mrs. Pickens Swimming Pool hours – make sure parties are properly signed up and documented with a valid life guard
- 5. Randy Hall – to discuss fitness gram –
- 6. Griselda - Possibility of healthy drink/snack machine
- 7. Amy Dunn body awareness curriculum/program continue with
 - a. Introduce body awareness in 4th and 5th grade
 - b. Does this need to continue with Dr. Dunn and Coaches providing the program
 - c. Flu shots are available
- 8. Ricky Smithey– Booker Police Chief
 - a. Cameras above City Hall both directions
 - b. more street lights/ stop signs
- 9. Metal grates between schools were completed and put in place during summer (Mr. Meier)

Next possible meeting January 18, 2017– 4:00 in cafeteria

Possible agenda items:

Health and Wellness Audit

Weather – Alerts

More street Lights

Please submit ideas prior to 1-10-2017

Close

BOOKER ISD SAFEGUARD PLAN

Booker ISD did not meet the state system safeguard standards in Reading for ELL students and Special Education for the school year 2015-16.

Special Education

- A. 6/20 – BJH/BHS campus
- B. 4/6 – Kirksey campus
- C. Both the district and the secondary campus did not meet system safeguards
- D. Larger Problem: Majority of students did not attain a year's growth

English Language Learners

- A. 7/21 – BJH/BHS campus
- B. 25/34 – Kirksey campus
- C. Both the district and the secondary campus did not meet system safeguards
- D. Larger Problem: Majority of students did not attain a year's growth

Action Required

- A. Write goals for each area
- B. Develop a plan to solve this problem
- C. Designate the strategies that will be consistently used
- D. Progress Monitor students on a regular basis
- E. Add this information to the Campus and District Plans
- F. Be ready to submit it to TEA – if asked

What has been accomplished

- A. Kirksey Elementary
 - a. Committee has met and will continue what they have in place
 - b. Identified "fragile" students
 - c. Monitor them more closely
- B. BJH/BHS
 - a. Committee has met and developed a plan
 - b. Identified "fragile" students
 - c. Identified some areas that need improvement
 - i. Attendance
 - ii. Tutorials
 - iii. Instructional Strategies
 - d. Monitor them closely
- C. BISD
 - a. Will meet soon!

