

# Bronte Secondary School Campus Improvement Plan

Michael Bohensky, Principal

2007-2008

---

Date of School Board Approval

# **Bronte Independent School District District Mission Statement**

The Bronte Independent School District will strive to provide education of the highest quality for all students in a positive and enriching atmosphere and in a loving and caring manner. It is the desire of the Bronte Schools to establish a partnership with parents, to increase parental involvement and to foster good study habits in the home and at school. The faculty and administration of Bronte ISD believe all students can learn and we can make a difference in the lives of students. We further believe all students can learn and we can make a difference in the lives of students. We further believe our behavior as professional educators has a direct relationship with student achievement now and in the future.

Bronte ISD must prepare students to be lifelong learners with a balanced and uniform curriculum based on state and locally adopted courses of study. We want to assure, for every student, the opportunity to acquire the knowledge of citizenship and economic responsibilities necessary to continue and promote our American heritage. While providing a sound foundation of basic skills, we will also endeavor to enrich each student's mind so they will be able to think and communicate logically, independently and creatively.

Educational opportunities and resources in Bronte ISD shall be distributed with equity for all students and we will maintain accountability with demonstrated results for continuous improvement of our school system.

# Bronte Secondary School

## Mission Statement

We, the teaching and administrative staff of Bronte Secondary School believe that all students are capable of learning. To foster student achievement, it is our responsibility to provide a well balanced curriculum in a flexible arrangement within an environment that is conducive to learning. Our goal is to promote the greatest level of academic achievement within a learning environment that fosters positive growth in social and economic behaviors; and develops positive attitudes about self and school, regardless of previous academic performance, family background, socioeconomic status, ethnic background or gender. We will dedicate ourselves and our resources to ensuring that all students will:

- learn and attain their greatest possible educational potential;
- develop a positive self image and a positive attitude about school and learning;
- acquire knowledge and skills for preparation as citizens in the community, state, and nation;
- develop knowledge and skills required for economic responsibilities;
- maximize individual creativity;
- acquire skills to be successful as lifelong learners.

**“Committed to Excellence”**

# Bronte Secondary School

## Campus Site-Based Decision Making Committee

Mr. Jay Henderson.....	Vocational Teacher
Mr. Ron Cooper.....	Art Teacher
Mrs. Melissa Pittman.....	Math Teacher
Mr. Ronnie Merriman.....	Foreign Languages
Mrs. Sherri Marrs.....	English Teacher
Mrs. Lisa Gibbs.....	Tech/Prep
Mrs. Jackie Timmerman.....	Counselor
Mr. Michael Bohensky.....	Principal
Ms Holly Huskerson.....	Student
Mr. Casey Harris.....	Student
Mr. and Mrs. Miike Harris.....	Parents
Mrs. Rhonda Sedden.....	Parent
Mrs. Kay Gothard.....	Business
Mr. Paul Knight.....	Business
Mrs. Melissa Burns.....	Special Education Teacher

### Additional Faculty

Mrs. Amy Bohensky.....	English, Athletics, PE
Mr. Kevin Burns.....	Home Economics
Mrs. Pam Hilliard.....	Anatomy, PE
Mr. Keith McCutchen.....	History, Athletics
Mrs. Mary McMullan.....	Technology
Mrs. Carol Moore.....	World Geography, Health, PE
Mr. Rocky Rawls.....	History, Athletics
Mrs. Jerita Taylor.....	Science
Mr. Lloyd Walker.....	Science
Mr. Ellis Miller.....	Math
Mrs. Barbara Perez.....	Math
Mrs. Tara Burns.....	Special Education
Mrs. Leah Rosson.....	English
Mr. Rocky Rawls.....	Social Studies
Mr. Kevin Burns.....	Science
Mr. Wayne Dannheim.....	Band

# Comprehensive Needs Assessment

*Conduct a comprehensive needs assessment using the most current information and data available. Suggested data sources could be:*

*AEIS and Test Report Data (including demographic information on LEP, Migrant, Gender)*

*DEC Fact Sheets and Quality Point Indicators for Special Program areas*

*PEIMS reports*

*Discipline referrals*

*Comprehensive Analysis Process (CAP) for Special Education*

*Surveys*

## **Dates of Meetings:**

August 22<sup>nd</sup>, 2007

October 3<sup>rd</sup>, 2007

## State Compensatory Education

High School Aides	\$21,285.00
Guidance and Counseling Salary	\$13,905.00
Fairview Bus Transportation	\$10,078.00
Fairview Accelerated Fees	*\$36,000
General Supplies	*\$ 1,000
High School Teachers' Salaries	\$17,738.00

# State Compensatory Education

## State of Texas and *Bronte ISD* Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
  2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
  3. Was not advanced from one grade to the next for one or more school years
  4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
  5. Is pregnant or is a parent
  6. Has been placed in an AEP during the preceding or current school year
  7. Has been expelled during the preceding or current school year
  8. Is currently on parole, probation, deferred prosecution, or other conditional release
  9. Was previously reported through PEIMS to have dropped out of school
  10. Is a student of limited English proficiency
  11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
  12. Is homeless
- <sup>13.</sup> 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.

# **Federal, State and Local Funding Sources**

## ***(Title I Funded Districts/Campuses)***

*List all federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of the students in Bronte ISD.*

*Title I*

*Title II*

*Title III*

*Title IV*

*CATE*

*IDEA-B Capacity Building*

**Goal 1:**

Maintain 80% passing rate of all\* students on the TAKS. (ESEA Goals 1 and 2)

**Objective 1A:** Maintain or exceed 90% passing rate on the **READING** portion of the TAKS for all students. (ESEA Performance Indicators 1.1,1.2,1.3 and 2.1,2.2,2.3)

**Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.**

\*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Data 2006-2007	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed	GT	Male	Female
AEIS Data	94%	94%	94%	*	88%	*	*	80%	*	96%	91%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Dissemination of 2007 TAKS scores. Instructional focus placed in areas in need of improvement.	Mr. Bohensky, Mrs. Timmerman, Mr. Bedford Teachers	Fall 2007	Copy of TAKS results Item Analysis of BISD TAKS data	Awareness/focus on maintaining and improving scores.

<p>2. Provide tutorials in all classes to intervene and remediate immediately. Assign students to mandatory tutorials if grades fall to 75 or below.</p>	<p>Mr. Bohensky, Teachers</p>	<p>M-Th 11:30am- 11:45am</p>	<p>Scheduled Time Teacher expectations</p>	<p>Standard success through immediate intervention and remediation; improved test scores.</p>
<p>3. Use newspapers, magazines, and internet resources to work on summarization and main idea.</p>	<p>Teachers</p>	<p>Weekly</p>	<p>Newspapers, magazines, Internet</p>	<p>Students become better and more confident in targeted areas; improved test scores.</p>
<p>4. Develop higher level critical thinking skills using group activities and teacher modeling.</p>	<p>Teachers</p>	<p>Daily</p>	<p>Scheduled times and planning</p>	<p>Improve higher level thinking skills and problem solving techniques by practice; improved test scores.</p>
<p>5. Educate students in reading testing strategies.</p>	<p>English Teachers, Mrs. Timmerman</p>	<p>Throughout year</p>	<p>Scheduled time</p>	<p>Improved results on TAKS</p>

<p>6. Use Accelerated Reader as practice component of reading program; provide reading time for students.</p>	<p>English Teachers</p>	<p>Weekly</p>	<p>Library, books, AR software and hardware, STAR testing program</p>	<p>Increase and monitor reading; improve test scores.</p>
<p>7. Offer Pre-AP and AP classes, vertically teamed.</p>	<p>Mr. Bohensky, Pre-AP &amp; AP Teachers</p>	<p>August – July</p>	<p>AP curriculum, Teachers' salaries, AP workshops</p>	<p>Higher expectations in Reading/Language Arts; higher test scores</p>
<p>8. Administer Benchmark test in December.</p>	<p>All English Teachers</p>	<p>December – May</p>	<p>Webccat testing service</p>	<p>Improved results on TAKS</p>
<p>9. Promote student awareness in reading responses in grades 8-11</p>	<p>English teachers in grades 8-11</p>	<p>August - May</p>	<p>TAKS prep materials, books, Internet resources</p>	<p>Develop strategies for student success on TAKS reading written responses.</p>

<b>Goal 1:</b> Maintain 80% passing rate of <u>all</u> * students on TAKS.
<b>Objective 2A:</b> Maintain or exceed 90% passing rate on the <b>WRITING</b> portion of TAKS.
<b>Objective 2b:</b> Achieve a 70% passing rate for all Special Education students.
<b>SUMMATIVE EVALUATION:</b> 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

\*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Data 2006-2007	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed	GT	Male	Female
AEIS Data	96%	*	95%	*	83%	*	*	*	*	92%	99%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Dissemination of 2007 TAKS scores. Instructional focus placed in areas in need of improvement.	Mr. Bohensky, Mrs. Timmerman, Mr. Bedford, Teachers	Fall 2007	Copy of TAKS results Item analysis of BISD TAKS data	Awareness/focus on maintaining and improving scores
2. Provide		M-Th 11:30am-11:45	Scheduled Time	Standard success

tutorials in all classes to intervene and remediate immediately. Assign students to mandatory tutorials in grades fall to 75 or below.	Mr. Bohensky, Teachers	a.m. Grand Central Station		through immediate intervention and remediation; improved test scores
3. Emphasis on essay and discussion questions on test assignments across the curriculum	Mr. Bohensky, All Teachers	Daily or Weekly	None	Practice writing in all areas for more success and improved test scores.
4. Use of multi-paragraph essays	Language Arts Teachers	Throughout Year	Scheduled Time	Better results on TAKS writing and written expression in general; improved test scores.
5. Focus on importance of correct spelling, grammar, and usage across the curriculum	Mr. Bohensky, All teachers	Daily	Scheduled Time to stress importance	Students are made aware of importance of proper grammar in all areas; improved test scores.  Improved ability to

6. Peer editing	Language Arts Teachers	Throughout Year	Scheduled Time	review and improve writing and recognize errors in students' own writing and that of others.
7. Writing Enrichment Grades 7 & 8	Mrs. Rosson	August-December, January-May	Scheduled time (1 semester for each 7 <sup>th</sup> & 9 <sup>th</sup> grader)	Improved TAKS results Better student writing with clarity, voice, observation of conventions

<b>Goal 1:</b> Maintain 80% passing rate of <u>all</u> * students on TAKS.
<b>Objective 3A:</b> Maintain or exceed 80% passing rate on the <b>MATH</b> portion of TAKS.
<b>Objective 3B:</b> Achieve a 70% passing rate for all Special Education students.
<b>SUMMATIVE EVALUATION: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.</b>

\*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed., Bilingual/ESL, G/T, etc.

Data 2006-2007	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed	GT	Male	Female
AEIS Data	85%	90%	84%	*	70%	*	*	<1	*	84%	86%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Dissemination of 2007 TAKS scores. Instructional focus in areas in need of improvement.	Mr. Bohensky, Mr. Bedford, Mrs. Timmerman, Teachers	Fall 2007	Copy of TAKS results, TAKS testing materials	Awareness/focus on maintaining and improving scores
2. Provide tutorials in all classes to intervene and	Mr. Bohensky, Mr. Bedford Teachers	M-Th 11:30am – 11:45am	Scheduled Time, “Measuring Up” materials for TAKS preparation	Standard success through immediate intervention and remediation; improved

remediate immediately.			Webccat Released Tests	test scores
3. Use varied math programs such as Math Models, Math Enrichment, "Measuring Up" TAKS prep materials, and SuccessMaker	Mr. Bohensky, Mr. Bedford Math Teachers	Daily	Program based materials	Varied programs will accommodate all learning styles; improved test scores
4. Develop higher level critical thinking using specific problems and examples, especially in algebraic and geometric reasoning.	Math Teachers	Daily	Math textbooks, Released TAKS tests, Internet, and "Measuring Up" materials	Improve higher level thinking skills and problems solving techniques by practice; improved test scores
5. Educate students on proper test taking skills.	Math Teachers, Mrs. Timmerman, Mr. Bedford	Throughout year	Scheduled Time, "Measuring Up" materials	Better results on TAKS
6. Varied Math scheduling (AP courses).	Mr. Bohensky, Mr. Bedford Math Teachers	Daily	Recommendations based on classroom performances	Enable students to be challenged according to their ability level; improved test scores

<p>7. Focus on systematic problem solving.</p>	<p>Math Teachers,</p>	<p>Daily</p>	<p>Scheduled Time, "Measuring Up" materials</p>	<p>Better able to understand problem solving approaches; better TAKS results</p>
<p>8. Work on areas involving measurement concepts, probability and statistics, geometric reasoning, spatial relationships, patterns, relationships, and algebraic reasoning.</p>	<p>Math Teachers, Science Teachers, Other Teachers</p>	<p>Daily</p>	<p>Scheduled Time, "Measuring Up" materials, Textbooks</p>	<p>To improve understanding of stated problems (reading) and writing skills in math to help improve overall writing skills.</p>
<p>9. Focus on writing, terminology and spelling in Math.</p>	<p>Math Teachers</p>	<p>Daily</p>	<p>Scheduled Time, Textbooks</p>	
<p>10. Use of WebCat to create benchmark tests and practice materials</p>	<p>Math Teachers</p>	<p>Throughout the year</p>	<p>WebCat</p>	<p>Improve confidence and overall performance of TAKS formulated questions.</p>

<b>Goal 1:</b> Maintain 80% passing rate of <u>all</u> * students on TAKS.
<b>Objective 4A:</b> Maintain or exceed 80% passing rate on the <b>SCIENCE</b> portion of TAKS for all students.
<b>Objective 4B:</b> Achieve a 70% passing rate for all Special Education students.
<b>SUMMATIVE EVALUATION: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.</b>

\*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed., Bilingual/ESL, G/T, etc.

Data 2006-2007	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed	GT	Male	Female
AEIS Data	94%	>99	92%	*	90%	*	*	*	*	95%	94%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Dissemination of 2007 TAKS scores. Instructional focus placed in areas in need of improvement.	Mr. Bohensky, Mrs. Timmerman, Mr. Bedford	Fall 2007	Copy of TAKS results	Awareness/focus on maintaining/improving scores
2. Provide tutorials in all	Mr. Bohensky, Teachers	M-Th 11:30 – 11:45a.m.	Scheduled time	Standard success through immediate

<p>classes to intervene and remediate immediately. Assign students to mandatory tutorials if grades fall to 75 or below.</p>				<p>intervention and remediation; improved test scores</p>
<p>3. Use of newspapers, magazines, and Internet resources to work on summarization and main idea in scientific inquiry.</p>	<p>Teachers</p>	<p>Daily</p>	<p>Newspapers, magazines, Internet</p>	<p>Students become better and more confident in targeted areas; improved test scores</p>
<p>4. Develop higher level critical thinking skills using group activities, directed problems, lab activities, projects, design problems, field labs, technical design and inquiry labs.</p>	<p>Teachers</p>	<p>Daily</p>	<p>Scheduled times and planning</p>	<p>To improve higher level thinking skills and problem solving techniques by practice; improved test scores.</p>

<p>5. Educate students on proper test taking skills</p>	<p>Science Teachers, Math Teachers, Mrs. Timmerman</p>	<p>Throughout year</p>	<p>Scheduled Time Daily TAKS CD's Test-taking questions TAKS Chapter workbook questions</p>	<p>Improved results on TAKS</p>
<p>6. Research papers encouraging reading across the curriculum</p>	<p>All Teachers</p>	<p>Each semester</p>	<p>Library, Technology</p>	<p>More reading and improved test scores.</p>
<p>7. Use of TAKS practice science questions for IPC and Biology</p>	<p>Science Teachers</p>	<p>August – May</p>	<p>TAKS workbooks</p>	<p>Increase understanding of TAKS test-taking and improved test scores.</p>
<p>8. Disseminate TAKS results from previous year and may use Webccat to make benchmark practice tests</p>	<p>Science Teachers</p>	<p>December andMay</p>	<p>WebCcat</p>	<p>Students become more efficient and more confident in targeted areas; improved test scores;improved TAKS scores</p>
<p>9. Provide TAKS incentive to</p>	<p>All Faculty</p>	<p>August-May</p>	<p>Daily TAKS remediation based on</p>	<p>Based on campus criteria</p>

maintain electives instead of a class for remediation by passing all TAKS the first time			TAKS results	
---	--	--	--------------	--

**Goal 1:** Maintain 80% passing rate of all\* students on TAKS.

**Objective 4A:** Maintain or exceed 90% passing rate on the **SOCIAL STUDIES** portion of TAKS for all students.

**Objective 4B:** Achieve a 70% passing rate for all Special Education students.

**SUMMATIVE EVALUATION: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.**

\*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed., Bilingual/ESL, G/T, etc.

Data 2006-2007	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed	GT	Male	Female
AEIS Data	96%	92%	98%	*	88%	*	*	*	*	97%	96%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
-------------------	-----------------------	----------	-----------	----------------------

<p>1. Dissemination of 2007 TAKS scores. Instructional focus placed in areas needing improvement.</p>	<p>Mr. Bohensky, Mrs. Timmerman, Mr. Bedford, Teachers</p>	<p>Fall 2007</p>	<p>Copy of TAKS results</p>	<p>Awareness/focus on maintaining/improving scores.</p>
<p>2. Develop higher level thinking skills using group activities.</p>	<p>Teachers</p>	<p>Daily</p>	<p>Scheduled Time</p>	<p>To improve higher level thinking skills and problem solving techniques through practice.</p>
<p>3. Develop better writing strategies using social studies vocabulary.</p>	<p>Teachers</p>	<p>Throughout year</p>	<p>Scheduled Time</p>	<p>Improvement in TAKS writing scores</p>
<p>4. Educate students on proper test taking skills.</p>	<p>Teachers, Mrs. Timmerman</p>	<p>Throughout year</p>	<p>Scheduled Time</p>	<p>Improved results on TAKS tests</p>
<p>5. Implement technology in classroom involving social studies TEKS</p>	<p>Teachers</p>	<p>Throughout year</p>	<p>Scheduled Time</p>	<p>Use of practice TAKS exams via computer.</p>

6. Implementation of more vertical alignment in lower grades	Elementary Teachers/Secondary Teachers—Mr. Bedford, Mr. Bohensky	Throughout year	Secondary Teachers	Improved overall scores in level exam Exit
7. Use of WebCcat to create benchmark tests and practice materials	All teachers	December-May	WebCcat	Improved TAKS scores in subject area

<b>Goal 2:</b> At Bronte Secondary School all students will be taught by highly qualified teachers by 2007 (ESEA Goal 3)
<b>Objective 1:</b> By May 2007, highly qualified teachers will teach 94% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified, and 100% of teachers will receive high quality professional development. (ESEA Performance Indicators. 3.1,3.2,3.3)
<b>SUMMATIVE EVALUATION:</b> 100% of the teachers and paraprofessionals in Bronte Secondary School will be highly qualified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Provide opportunities for staff development in the core areas.	Mr. Richey Mr. Bohensky	Throughout year	Substitute pay (\$55/day/\$60 Certified); transportation (48.5/mile); travel	New ideas, methods, motivation; higher quality instruction and improved test scores.
2. Encourage teachers to challenge TEXES in areas needed.	Mr. Bohensky Mr. Bedford	Any time	Individual teacher pay fee	Higher % of highly qualified teachers

<b>Goal 3:</b> All students in Bronte Secondary School will be educated in learning environments that are safe, drug free, and conducive to learning. (ESEA Goal 4)
<b>Objective 1:</b> Maintain a safe campus conducive to learning along with a crisis plan to deal with different situations which could threaten student safety. (ESEA Performance Indicator 4.1)
<b>Summative:</b> Evaluate number of referrals and incidents.

Data 2006-2007	All Students
Discipline/Incidents: 12 Incidents	<b>10 Students</b>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Provide information and or handouts to staff about violence protection/prevention (ESC XV)	All Teachers and Staff	Throughout Year	Informational Chart	Fewer fights, less bullying and violence
2. Provide speakers who have dealt with violence, drug abuse, and dating violence.	Mrs. Timmerman, Mr. Bohensky, Mr. Bedford	Throughout the year, Red Ribbon Week	JJC, ICB Bridges, Rape Crisis Center United Way, Alcohol and Drug Abuse Council of San Angelo, Prevention Resource Center, AB Distributing	Fewer Discipline Problems

<p>3. Evacuation or preventive drill for fire, tornado, and other needs to vacate the building.</p>	<p>Mr. Bohensky, Mr. McCutchen, Mr. Bedford Staff</p>	<p>Each semester</p>	<p>Time for practice, Crisis flip chart</p>	<p>All students are safe</p>
<p>4. Use of positive comments to students.</p>	<p>Outside resources Mr. Bohensky, Mrs. Timmerman, Staff</p>	<p>Daily</p>	<p>Research-based information</p>	<p>Positive expectations</p>
<p>5. Mandatory drug screening for students involved in extra-curricular activities.</p>	<p>Southwest Consortium,</p>	<p>Once a month</p>	<p>Funds for Southwest Consortium to conduct drug testing</p>	<p>Evaluate positive tests—benchmark year</p>
<p>6. Safety to students against domestic violence, threats from outside, terroristic threat</p>	<p>Mr. Bohensky, Mr. Bedford</p>	<p>Daily</p>	<p>Aware of unknown people in building</p>	<p>Safe school with no incidents</p>
<p>7. Use of dogs to deter students from having drugs/alcohol</p>	<p>Mr. Bohensky, Mr. Bedford</p>	<p>Random—At least 3-4 times a semester</p>	<p>\$200 per visit/Funded by the district</p>	<p>Evaluate number of referrals and contraband seized</p>

in school or in vehicles on school grounds.				
--	--	--	--	--

**Goal 4:** All students\* in Bronte Secondary School will graduate from high school. (ESEA Goal 5)

**Objective 1:** By May 2007, a drop out rate of less than 1% for all students\* and all student groups will be maintained, and at least 100% of Freshmen (100% by SY2004-05) will be in a Recommended High School program. (ESEA Performance Indicators. 5.1,5.2)

**Summative: Less than 1% dropout rate and at least 99% of all students in a RHS program.**

Data 2006-2007	All Students Recommended	H	W	AA	ED	Migrant	LEP	Spec. Ed	GT	Male	Female
<1% Drop	94.1%	*	93.3%	*	*	*	*	*	*	87.5%	100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Use of Fairview Accelerated Co-op; including at-risk students.	Mr. Bohensky Mr. Johnson Mrs. Timmerman	Daily	Money spent on individual students (\$55/day Comp. Ed)	All will have the opportunity to graduate
2. Develop positive self-esteem in all students; including at-risk students.	Mr. Bohensky Mrs. Timmerman Teachers	Daily	Scheduled time for assemblies, PALS, Teen Leadership class,	No dropouts
3. Counseling availability on	Mr. Bohensky Mrs Timmerman	Daily	Educational Service Center; other outside	No dropouts

<p>one to one basis with identified at-risk students and with the student body as a whole.</p> <p>4. Use of positive comments to students.</p>	<p>Mr. Bedford Teachers</p> <p>Mr. Bohensky Mrs. Timmerman Teachers</p>	<p>Daily</p>	<p>agency</p>	
--	---	--------------	---------------	--

<b>Goal 5:</b> Parents and Community will be partners in the education of students in Bronte Secondary School.
<b>Objective 1:</b> By May 2008, at least 90% of all students'* parents and/or family members and the business community will participate in at least one opportunity to be a partner in the education of BISD students.
<b>Summative:</b> School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

2007-2008 Data	
Parent Contacts	

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Local media, newspaper	Mr. Bohensky office personnel, Mrs. Timmerman, Teachers	Weekly	Articles, Schedules, School Website	Informed parents, end of year survey
2. One-to-one teacher-parent communication through casual or professional contact.	Mr. Bohensky, Teachers	Daily	Telephone, notes, e-mail, time, attending activities	Positive communication with parents; better teacher/parent relationships; end or year survey
3. Parent	Mr. Bohensky,	Weekly	Place to meet,	Support and

organizations	Coaches, Sponsors		scheduled time	involvement, end of year survey
4. Progress reports, both written and verbal	Mr. Bohensky, Teachers	Weekly, as needed, or at 3 <sup>rd</sup> & 6 <sup>th</sup> weeks	Report forms, Telephone	Improvement in grades
5. Parents invited to student presentations or activities in class, in assemblies and ceremonies, and other extra- curricular activities	Mr. Bohensky, Teachers	Weekly or whenever appropriate	Note or telephone, articles, school website.	Pride in children's work and involvement;
6. Parents/Business Leaders on Site- Based, Drug Ed., Health, or other advisory committees	Administration	As called—usually monthly	Parents/Community Leaders willing to serve	Parents/Community Leaders have a voice and are involved; end of year survey
7. Parent meetings to review testing. Ex: PLAN, PSAT, TAKS Exit Level	Mr. Bohensky, Mrs. Timmerman Teachers	As results become available	Testing summaries, class meetings, individual conferences	Informed parents, end of year survey
8. Conduct parent meeting to explain	Mr. Bohensky, Mrs. Timmerman	Spring 2008	Use of facilities	Informed parents

graduation plans and top 10%				
---------------------------------	--	--	--	--

**Goal 6:** To obtain a student attendance rate of 98% or above for the 2006-2007 school year.

**Objective 1:** Increase motivation to have perfect attendance through positive reinforcement.

**Summative:** 98% or better of student population has perfect attendance

2007-2008 Data

Parent Contacts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Recognize those students who have perfect attendance.	Mr. Bohensky Mrs. Moore	May 2008	Media story, certificates, refreshments (\$80)	
2. Issue letters of concern to parents of students with 3 or more absences per semester.	Mr. Bohensky, Mrs. Moore	Each semester	Letters, envelopes, postage (.40/letter)	
3. Phone calls to parents concerning each absence	Mr. Bohensky, Mrs. Moore	Daily	Telephone	
4. Provide many				



<b>Goal 7:</b> To improve student service in <b>all*</b> populations.
<b>Objective 1:</b> Maintain and offer a drug free and safe school.
<b>Summative:</b> Successful students promoting to each grade and pass test

\*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2. Follow established procedures to ensure pregnancy related services are available as needed	Mr. Bohensky, Principal, Mrs. Timmerman, Counselor Mrs. Royall, Nurse	Weekly or Monthly	Follow TEA guidelines, telephone, follow-up, checking with appropriate personnel – Use ESC Region XV-PRS checklist for documentation	Decrease dropout rate and increase attendance rate.
3. Offer referrals to students and families needing outside assistance	Mr. Bohensky, Mrs. Timmerman	As needed	Telephone information; ex., MHMR phone number, Rivercrest phone number	Students/families get help as needed, such as professional counseling; decreased dropout rate; improved attendance rate.
4. Special programs involving student body and community in an effort to	Mr. Bohensky, Mrs. Timmerman, Teachers	Weekly	Speakers, scheduled time for assemblies (\$400/annually)	Informed students and community, hopefully reduce abuse; decreased drop-out rate, increased attendance rate

<p>stop alcohol/drug abuse.</p> <p>5. Counseling available to at-risk students as needed</p> <p>6. D.A.V.E. curriculum is offered for teacher instruction on drug ed.</p> <p>7. Drug Ed. Week, numerous activities including speakers and rally-Red Balloon release</p> <p>8. Devise Mandatory Drug Testing Program for Extracurricular Events</p>	<p>Mr. Bohensky, Mrs. Timmerman, Menard Special Ed. Coop Counselors</p> <p>All classroom teachers</p> <p>Mr. Bohensky, Mrs. Timmerman Student Council Mrs. Gibbs</p> <p>Mr. Bohensky, Mrs. Timmerman, Coaches</p>	<p>Weekly or daily</p> <p>As needed</p> <p>Oct, 2007</p> <p>2007-2008 school year</p>	<p>Funding for counselor, time to see students</p> <p>Website-PALS</p> <p>Scheduled time, resources, assembly</p> <p>\$11 a test for thirty students a month</p>	<p>Much needed support and help in finding solutions to problems; decrease dropout rate</p> <p>Show students effects of drug abuse; decreased dropout rate</p> <p>Awareness and prevention of drug abuse; decreased dropout rate; increased attendance rate.</p> <p>Percentage of students testing positive in May 2008</p>
--	---	---	--	---

**Goal 8:** All students\* in grades 7-12 will have formulated career goals.

**Objective 1:** All students will be exposed to career opportunities and will set long range career goals.

**Summative:** 100% of all students will have begin college, vocational school, or begin job after graduating high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Administer PLAN test to all 10 <sup>th</sup> grade students	Mrs. Timmerman	Fall Semester 2007	Tests and Scheduled Time	Target those needing assistance before TAKS. Predict ACT performance.
2. Provide resources for 9 <sup>th</sup> through 12 <sup>th</sup> graders that inform students about job descriptions, outlook, salaries, and training needed.	Mr. Bohensky Mrs. Timmerman Mr. Bedford	Throughout year	Career grants, District budget, ACHIEVE Texas Program, Resource Books in library	Needed information received by students; increase percentage of students attending post secondary schools.
3. Opportunities of exposure in vocational classes	Mr. Bohensky, Mr. Henderson, Mrs. Gibbs	Either Fall or Spring semester	Funding for classes and personnel	Exposed to and gain experience in career opportunities.

including Vo-Ag				
4. Opportunities to take Tech Prep Business classes	Mr. Bohensky, Mrs. McMullan, Mrs. Gibbs, Mrs. Timmerman	Daily	Computer Lab, Tech Prep materials	Preparation for career and possible college credit; increased percentage of students attending post secondary schools.
5. 8 <sup>th</sup> graders – Career Testing/Plan	Mrs. Timmerman	Fall 2007	Local Funding—(Carl Perkins?)EXPLORE Test--\$5.10	Target those needing assistance before TAKS. Predict ACT performance.
6. Expose all students to the various job opportunities possible	Mrs. Gibbs Mrs. Timmerman Mr. Bohensky Mr. Bedford	All year	Outside speakers Tech Prep Fair	Create interest in the vast job market.

**Goal 9:** To improve preparation and maintain high percentage of students taking SAT/ACT tests.

**Objective 1:** To have prepared, motivated students taking SAT/ACT test that understand the importance of such tests.

**Summative:** 2005-2006 DATA—79.2% took test----2006-2007 DATA—100% took test

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. EXPLORE/ PLAN/PSAT test taking	Mrs. Timmerman	Fall 2007	Test materials, students, EXPLORE (\$5.10)PSAT (\$13/student), PLAN (\$9.20/student)	Prepare students for ACT & SAT; greater number of students taking ACT/SAT
2. Providing and offering academically challenging courses with high expectations	Mr. Bohensky, Teachers	Daily	Scheduled classes	Better scores on SAT/ACT; higher percentage of students taking SAT/ACT
3. Teach test taking skills – short term preparation	Mrs. Timmerman All teachers, GCS Lab	Throughout the year	Class time; GCS Lab; Study Guides	Better scores, more confidence; greater number of students taking ACT/SAT
4. Information given to students and parent	Mr. Bohensky, Mrs. Timmerman Mr. Bedford	Throughout the year	Articles, websites, newsletters	Inform students and parents, higher percentage taking tests.

<p>education on the importance of taking SAT/ACT now</p> <p>5. Provide ACT/SAT materials for students preparing to take tests</p> <p>6. Keep a graduation checklist on senior students to tract</p>	<p>Mrs. Timmerman</p> <p>Mr. Bohensky, MrsTimmerman</p>	<p>As needed throughout the year</p> <p>Throughout the year</p>	<p>Free study guides, practice tests taken in the library</p> <p>Wall chart, spreadsheet</p>	<p>Better scores on SAT/ACT; increase awareness and confidence on the test; greater number of students taking tests.</p> <p>Able to identify students and keep them informed of program deadlines.</p>
---	---	---	--	--

<b>Goal 10:</b> To continue to increase usage and availability of technology to <b>all*</b> populations of in grades 7 – 12.
<b>Objective 1:</b> Integrate technology into the classroom; and make technology accessible to students and teachers.
<b>Summative:</b>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Teacher training and staff development through integrated mentoring. Staff development: (a) use of technology in classroom, (b) computer basics, (c) software	Mr. Bohensky, Mrs. Gibbs, Mrs. McMullan	Throughout year	ESC XV training; on-campus training	Teachers/Staff will demonstrate competency in multiple areas of technology use. Teachers will use the computer as a tool for instruction to expand curriculum and motivate students
2. Continue to provide updated computers and software as needed.	Mrs. McMullan	Throughout Year (2007-2008) Update about 65 classroom and teacher desktop computers (2007-2008) Add 24	Local funds, STAF	Students will have access to computers and the Internet with the classroom. Teachers and students will have

		new laptops		access to multiple computer stations and Internet through a lab environment & classroom laptops available for textbooks on computers for projects and research (main classes – science and accounting)
3. Assistance technology available for teachers to track student progress.	Mrs. McMullan, 7-12 teachers	Daily	STAF	Teachers efficiently document student progress
4. Make Internet available to teachers and students	Mrs. McMullan	Daily	Local funds, STAF	Access library from each classroom and streamline record keeping
5. Provide opportunities & updates for multimedia tools & programs in the classroom (data projector, T-Star, digital	Mrs. McMullan, Mrs. Gibbs, Mrs. Cervenka	Daily	E-rate, State and Local funds, STAF, Tech Prep Grant	Students and teachers will become more familiar with the uses of multimedia tools across the curriculum. Complete in-house cable programming in classrooms.

cameras, camcorders, scanners), radio and local in-house cable programming & video production				
6. Updating and finding new software & computer curriculum	Mrs. McMullan, Mrs. Gibbs Mrs. Cervenka	Annually	Software, textbooks, local funds, state funds, Tech Prep Grant	Most recent technology provided with useful applications.

**Goal 11:** To provide resources that result in instruction integrated with technology to promote high levels of academic performance in grades 7-12.

**Objective1:** Students in grades 7-12 will demonstrate the knowledge of the appropriate grade-level Technology TEKS

**Summative:**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>1. All students in grades 7-12 will complete projects using Microsoft Office, Professional – Front Page Adobe, Photoshop, Premiere software, tempo and other grade level appropriate software and hardware.</p>	<p>7-12 Teachers</p>	<p>Throughout year</p>	<p>Hardware and software</p>	<p>Student generated projects using Microsoft Professional and FrontPage, Adobe Software, &amp; Tempo Software.</p>
<p>2. All students in grades 7-8 will practice proper</p>	<p>Mrs. Gibbs, Mrs. Bohensky</p>	<p>6-weeks teacher evaluation of appropriate skills</p>	<p>Keyboarding classes, computer literacy classes</p>	<p>Grades and/or observation</p>

<p>keyboarding skills and computer application techniques.</p>				
<p>3. 12<sup>th</sup> grade students may participate in dual-credit courses in the distance learning lab.</p>	<p>Mr. Bohensky, Mrs. Cervenka</p>	<p>Throughout year &amp; summer</p>	<p>Howard College, ESC XV fees</p>	<p>Grades and/or observation</p>
<p>4. Students will participate in virtual field trips and conferencing in distance learning lab.</p>	<p>Mrs. McMullan, Mrs. Cervenka, Classroom Teachers</p>	<p>As made available by ESC XV</p>	<p>Video conferencing &amp; in-house cable programs</p>	<p>Record of logged times &amp; video-conferencing activities</p>
<p>5. Educational personnel and 7-12 students will use the Texas Library Connections Union Database to access electronic information.</p>	<p>Mrs. C. Lee Classroom Teachers Mrs. Rosson</p>	<p>Throughout year</p>	<p>TLC Union Database</p>	<p>Access Records</p>

<p>6. Establish specific benchmarks and strategies for each grade 7-12 as outlined in Bronte ISD Technology Plan</p>	<p>Mr. Bohensky, Mrs. McMullan</p>	<p>Throughout year</p>	<p>TEKS, BISD Technology Plan</p>	<p>Curriculum alignment document</p>
--	--	------------------------	---------------------------------------	--------------------------------------