

Booker Independent School District
Booker Junior High & High School
2023-2024 Campus Improvement Plan

Plan Location/Language Availability

The Plan is located in the District Administrative office and is available in English and Spanish on website and translation upon request.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Booker JH/HS has some issues with communication between administration and staff, administration and parents, and staff members and teachers. The campus has strong academic achievement. We continue to struggle with finding and retaining certified staff. Booker JH/HS needs to find ways to improve parent involvement in academic events.

We will need to find a way to continue to update our technology.

Demographics

Demographics Summary

Booker ISD is located in the northeast corner of the Texas Panhandle in Lipscomb County. Booker JH/HS has 180 students enrolled. Most current attendance rate is 95.63%. The attendance rate has varied between 95 and 97 percent for the past few years. We are a Title I district.

Student Demographics:

Gender: Female 50.56%; Male 49.44%

Ethnicity: Hispanic-Latino 75.56%; White 22.22%; Two or more races .56%; American Indian/Alaskan 0.56%; Black/African American 1.11%

Students by Program:

LEP 19.44%

Immigrant 2.78%

Migrant 1.87%

Economically Disadvantaged 55.0%

Dyslexia 3.89%

Homeless- 3.89%

Unaccompanied youth 3.89%

At-Risk - 32.22% Hispanic/Latino 27.22% White 4.44% two or more 0.56%

Migrant-1.67% Hispanic/Latino 1.67%

Bilingual 0%

ESL 10.56%

Alternate language program 8.89%

GT 5.0% Hispanic/Latino 2.22% White 2.78%

Special Ed 8.33% Hispanic/Latino 5.56% White 2.78%

Military connected- 0%

Foster Care- 0%

Eligible for free/reduced meals 55.0% Hispanic/Latino 48.89% White 5.56% Amer. Indian/Alaskan 0.56%

Title 1 100%

Staff Demographics:

Professional Staff:

- Ethnicity: Hispanic/Latino-33%; White - 67%
- Average Experience: Beginning Teachers 14%, 1-5 years 38%, 6-10 years 19%, 11-20 years 23%, Over 20 years 19%
- Teachers by Highest Degree: No Degree 0%, Bachelors 100%, Masters 14%, Doctorate 0%

Educational Aides: 3

Campus Leadership/School Leadership: 1

Professional Support: 2

Central Administration: 1

Auxillary Staff: 5

Number of Students per Teacher: 9.3

Average Years of Experience of Teachers:

Average Years of Experience of Teachers with District:

Booker ISD offers a signing bonus for new teachers and ESL stipends to attract and retain teachers. A mentor program is offered with regular meetings throughout the year with a coordinator, time throughout the year for mentors/mentees to meet, provide classroom management training, and curriculum pacing training.

Equity Plan: Booker ISD reported a 20.08% equity gap with inexperienced teachers and 4.84% gap in out-of-field teachers. Strategies to address the gaps include reducing the percentage of out-of-field teachers in the district and developing a schedule to enable mentor teachers to help inexperienced teachers. Certification of all current teachers is a priority for the district.

Summary:

The primary focus for BISD will be our "high needs" students, English learners and Special Education.

Based on data, BISD continues to have a program recruiting and retaining certified personnel. Evaluation of salary and benefits is needed to remain competitive in our market. The mentor program for new staff members could be improved and find ways to encourage and motivate current staff.

State Compensatory Education (SCE) Summary:

2022-2023 At-Risk students: 32.22%

The number of At-Risk identified students is trending downward over the past six years.

SCE Funds have been utilized for the following student eligibility criteria:

- Non-mastery of content, Not maintaining a grade of 70
- Did not perform satisfactorily on a readiness test or assessment administered during the current year
- Students of limited English proficiency
- Students did not perform satisfactorily on state assessment
- Did not maintain an average equivalent to 70 in two or more subjects

Services offered to At-Risk students:

- Teacher aides to provide additional help in the classroom for more one-on-one assistance with at risk students
- Additional practice reading with small group instruction with aides and teachers
- Additional practice reading with small group instruction with aides and interventionist
- Addition teachers for smaller class sizes
- Provide high-quality development so teachers could better meet the needs of students
- Teachers moved to critical areas
- Used aides to provide small group instruction while teachers disaggregated test scores
- Use aides to provide small group instruction in critical areas
- Provide high-quality professional development and then implement in the classroom
- Smaller class sizes due to additional teachers
- Provide high-quality professional development to assist teachers
- Use aides to help with small group instruction and further aid students in understanding
- Additional help with reading and book selection
- Aides provide additional help to these students
- Aides help with reducing the number of students depending on the teacher for help
- Provided high-quality professional development from Region 16 on instructional strategies to meet the needs of at-risk
- Monitor student tardies as student attendance is a major factor in educational success

Demographics Strengths

Small class sizes, Teacher to Student ratio 1: 9.3

15.8 of the 21.5 teachers have six or more years teaching experience

At-Risk Identification

Mentor Program for new teachers

Signing bonuses for new teachers, ESL stipends offered

GT certifications

Professional development opportunities

Problem Statements Identifying Demographics Needs

Problem Statement 1: Booker JH/HS needs to get new hires certified **Root Cause:** With our demographics, it is hard to find and retain certified teachers.

Problem Statement 2: Provide focused professional development on TEKS Resource System, DMAC, and lesson planning **Root Cause:** Teachers do not see the value of these programs we put in place to help monitor and track student learning.

Problem Statement 3: Improve mentor program for new teachers **Root Cause:** Teachers have not been assigned a mentor to check on them daily and they need someone available at all times.

Student Learning

Student Learning Summary

Student Achievement Summary:

Campus Performance: Met Standard 86 out of 100

Campus Distinctions:

- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gap

Student Achievement 2017-2018: B (89 out of 100)

- Masters Grade Level: 17% (State 21%)
- Meets Grade Level: 47% (State 51%)
- Approaches Grade Level: 76% (State 80%)

School Progress 2017-2018: Met Standard 87 out of 100

Academic Growth Final Score: 84 out of 100

- Students who grew a year academically 87
- STAAR Performance and CCM Readiness 60%
- Economically Disadvantaged Students 65.6%

Closing the Gaps 2017-2018: Met Standard (86 out of 100)

STAAR All Tests Participation Rate: 100%

Masters Grade Level: Reading 14%; Math 25%; Science 4%; Social Studies 16%; Writing 21%

Meets Grade Level: Reading 47%; Math 60%; Science 36%; Social Studies 31%; Writing 59%

Approaches Grade Level: Reading 71%; Math 96%; Science 70%; Social Studies 56%; Writing 72%

STAAR EOC Approaches Grade Level or Above Rates:

Algebra I 89%; History 91%, No report on Biology, English I and English II

- Hispanic: Algebra I no report, History 94%
- White: Algebra I no report, History no report
- SPED: Algebra I no report History no report
- Eco Dis: Algebra I no report, History no report

- EL: Algebra I no report, History no report

STAAR EOC Meets Grade Level Rates:

Algebra I 53%, History 64% (Hispanic 69%), No report on Biology, English I and II

Graduation Data:

Graduation Rate Score: 95 out of 100

Annual Dropout Rate- Grades 7-8 0%, Grades 9-12 1.9%

4-Year Longitudinal Rate: Graduated Class of 2017 100%

College, Career, and Military Readiness Score: 93 out of 100

College Ready Graduates: 60.9%

- TSI Criteria Graduates: ELA 34.8%, Math 13%, Both Subjects 13%
- Completed Either 9 or more Dual Credit in Any Subjects or 3 or more hours of ELA or Math: 60.9%
- AP/IB Met Criteria: 0%
- Associate's Degree: 0%

Career/Military Ready Graduates: 21.7%

- CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: 39.1%
- U.S. Armed Forces Enlistment: 4.3%
- Approved Industry-Based Certification: 0%

SAT/ACT Results:

- Tested: 56.5%
- At/Above Criterion: 7.7%
- Average SAT score: No report
- Average ACT score: All subjects 17.9%; ELA 17.9%; Math 16.8%; Science 19.1%

Summary:

Based on the reviewed data, the primary need is to focus on students' success by incorporating writing into the classroom across all subjects and by teaching the standards. We will continue to use TEKS Resources for an aligned curriculum and will provide appropriate professional development.

Based on data, writing diverse skills across all content areas, such as resume, letters, etc. are needed. In reviewing the ACT data, the need to increase students taking ACT tests is needed including professional development for teachers and offering a class for ACT. The need to expand industry-based certification programs is also identified as a need for Booker JH/HS campus.

Student Learning Strengths

100% Graduation Rate (based on 22-23 data)

Accountability Rating unknown at this time

Distinctions earned in Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gap, Postsecondary Readiness

Identification and monitoring At-Risk students

TEKS Resource System and DMAC System

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Writing skills across all content areas **Root Cause:** Booker ISD has a high percentage of LEP, and economic disadvantaged students.

Problem Statement 2: Professional development for ACT student achievement **Root Cause:** Students that take the ACT feel rushed and do not perform as well. When compared to the STAAR tests, the ACT is very different in regards to the duration of the test. Since each section is timed, students do not feel they have adequate enough time to finish the sections.

Problem Statement 3: Improve English acquisition for English Learner students in both oral and written language **Root Cause:** High percentage of EL students

School Processes & Programs

School Processes & Programs Summary

School Context and Organization:

Teacher and parent surveys, campus faculty meetings and administration meetings provide information and insight to our organization. The campus has a strong scheduling of core content areas and tested content areas. There is adequate planning time for teachers and teachers feel they are supported with professional development. The campus has a strong connection with Region 16 Education Service Center for federal program and instructional support.

Curriculum: TEKS Resource System Aligned Curriculum

The campus conduct meetings with teachers, faculty meetings, Principal evaluations/walk-throughs, and department meetings to communicate with staff and receive their feedback and input. Data driven instruction using DMAC and STAAR testing results guide classroom instruction and student interventions. Resource ELA teacher is utilized at the JH/HS for SPED students.

The campus uses DMAC to disaggregate assessment data and offer targeted student instruction by class, student, and special populations.

Identified At-Risk students are supported through use of paraprofessionals in the classroom for one-on-one student support and after school tutorials.

Use of Cross-Curricular Communication between staff to create assignments across content areas.

The campus has a need for improved staff knowledge of bullying and child abuse.

Site based committees at both the district and campus levels involve administration, staff, parents and community members are in place and their is an on-going need to continue improving the programs and processes.

Summary:

Based on the gathered data and discussions with staff during staff meetings and individual teacher meetings, our primary need is to increase collaboration among stakeholders in development of new strategies for improving the organization of the school. Recognizing, preventing, and reporting bullying and child abuse is also a professional development need among staff mem bers.

Technology:

The technology education program provides experiences that lead to the development of technologically literate people. At the middle school level, student's 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.

Teacher surveys, campus faculty meetings, administration meetings, Board of Trustee meetings, teacher curriculum meetings, lesson plans and technology plan provides the campus with insight to the technology needs. The district does have a Technology Director and maintains the Technology Plan. The campus has increased the number of CTE teachers, has a parent portal and texting service to meet technology needs in the campus. Google training for staff and professional development for the use of new technology and incorporating technology into lesson planning have been identified by administration and staff. Professional development for existing instructional programs including DMAC and Accelerated Reader is a campus need.

It is important that we continue with training for our teachers in using technology to improve instruction and engage students. We also need to continue using up-to-date technology programs to help better prepare our students for state assessments, college/trade school preparation, and career opportunities.

Summary:

Based on reviewed data, the primary focus of our district will be to reinforce the need for teachers to know and teach their content TEKS, to use data to drive their instruction, and to use research-based instructional strategies to raise the rigor and improve the success of our students. In turn, the campus will provide high-level professional development in all these areas to enable the teachers to meet these student needs.

Based on gathered data and discussions, our primary need in Curriculum is to provide more focused professional development of the TEKS Resource System and DMAC. Our teaching staff has the tools, but they need more training and monitoring in the use of these tools. With professional development, we hope to see an improvement in planning and preparation and in working across the content curriculums to help our students develop educational skills.

The campus must provide staff with more professional development on "student issues" such as bullying and child abuse. We must improve our campus site-based programs in order to obtain input and to collaborate with teachers, parents, and community members in order to improve our school system.

School Processes & Programs Strengths

TEKS Resource System- aligned curriculum

Strong scheduling of Core Content Areas

Time in scheduling for tutorials

Technology Plan in place and updated on a regular basis

Technology Director

Increased number of CTE teachers

Parent Portal

Texting Service

Multiple CTE teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Provide professional development in Google, TEKS Resource System, DMAC, IXL, and any new online programs **Root Cause:** Technology is constantly changing.

Perceptions

Perceptions Summary

School Culture and Climate:

Booker JH/HS uses parent and teacher surveys, campus faculty meetings and site-based meetings to gain information on school culture and climate. The staff and parents view our campus as a safe environment for students and teachers. They state there is high levels of cooperation between teachers and acknowledgement of student achievement. This reflects a positive learning environmen. Communication is an area of improvement as it continues to be an issue.

Improved communication across the district is needed including Board of Trustees to staff, superintendent to staff, principals to staff, administration to parents, teachers to parents, teachers to students and campus to campus. Emphasizing a culture of professionalism and confidentiality is needed and for staff to model this type of behavior for our students, parents, and community. Professional development for district communication system would be beneficial.

The School Safety Plan focuses on ensuring the safety of our staff and students

Family and Community Involvement:

Booker JH/HS communicates in English and Spanish in texts, emails, webpage, and letters. The Parent Portal is available to parents to view their child(ren)'s academic progress. The ESL newsletter is distributed to parents of ESL students in both English and Spanish. Title I meetings are conducted at the campus. The campus will evaluate offering separate English and Spanish Title I meetings. Parents are involved in the site base committees to review and revise the Parent and Family Engagement written policies, develop CNA and DIP/CIPs. Increased involvement of parents to support the school and school staff and participate in parent involved committees is needed. The district will evaluate the need and feasibility of offering adult ESL classes to our parents and community members.

The needs identified are to increase the parent's knowledge of the importance of education, regular attendance, and goals for the future.

Summary:

Based on the data, the primary concern with Family and Community Involvement is to raise the awareness of the importance of our educational system. Parents need to understand that regular, on time attendance at school is vital for classroom success. We hope that by improving our interaction with parents through regular, multi-language communication, we can increase this awareness and help our students, parents, and community improve.

Perceptions Strengths

Collaboration and cooperation among teachers

A safe and positive learning environment

Acknowledgment of student achievement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Professional development on communication from staff to parents/community and teachers to students

Problem Statement 2: Emphasis of culture of professionalism and confidentiality among staff

Problem Statement 3: Increase parent knowledge of the importance of regular, on time attendance, importance of obtaining an education, and importance of having lifetime goals

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Booker JH/HS will provide opportunities to cultivate academic success.

Performance Objective 1: Booker JH/HS will provide opportunities for learning for all students.

Evaluation Data Sources: STAAR scores, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to adjust schedule to better accommodate academics. (3.g.1)</p> <p>Strategy's Expected Result/Impact: STAAR Results Unit Assessment Results</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure class offerings are open to all students, including all genders and ethnicity. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Class rosters</p> <p>Staff Responsible for Monitoring: Counselor, Principals</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to use DMAC as the instrument for teachers/staff to disaggregate student data for planning, instruction, and assessment every six weeks.</p> <p>Strategy's Expected Result/Impact: Instruction design based on data Tutorial groups design and makeup based on data Report cards Assessment results</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teachers</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide classroom teachers with time and assistance in identifying the lowest test scores and highest areas of need. (3.g.1)</p> <p>Staff Responsible for Monitoring: Curriculum Director, Department Heads, Principal</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Design tutorial plan to meet academic needs of students.(3.g.1)</p> <p>Strategy's Expected Result/Impact: Summative- Unit Assessments AR, STAAR Reading Levels IXL</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: IXL- JH/HS - 199-PIC 24 State Comp Ed, Accelerated Ed - \$4,250</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide transition activities for students entering JH, JH to HS, and HS to post secondary college, career, and military.</p> <p>Strategy's Expected Result/Impact: Transition activities offered to students and parents</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s), Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Booker JH/HS will provide opportunities to cultivate academic success.

Performance Objective 2: Booker JH/HS will provide professional development opportunities for all teachers and paraprofessionals throughout the school year and summer.

Evaluation Data Sources: Training certificates, Sign in sheets, STAAR/EOC results, Observations, DMAC reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue staff development training, departmental meetings and curriculum meetings. Strategy's Expected Result/Impact: Summative-Training certificates Staff Responsible for Monitoring: Curriculum Director, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide paraprofessional/substitute training at the beginning of the school year and throughout the school year. Strategy's Expected Result/Impact: Summative- Sign in sheets Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Facilitate training in DMAC, use of teaching to disaggregate assessment data and offer targeted student instruction by campus, class, student, and special populations and creating assessments. Strategy's Expected Result/Impact: Data disaggregated and disseminated, ongoing evaluation of student scores and benchmarks, staff development agendas, sign in sheets Staff Responsible for Monitoring: Curriculum Director</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Facilitate staff development, including paraprofessionals as appropriate, and program coordination including encouraging teachers to travel to workshops and conferences and bringing in recognized experts to LEA as needed to improve all student achievement and specifically addressing all at-risk students, 504, ESL, migrant, special education, GT, and dyslexic students.</p> <p>Strategy's Expected Result/Impact: Summative- Certificates, sign in sheets, student progress</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Design local inservices to address specific instructional needs. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Workshop attendance</p> <p>Staff Responsible for Monitoring: Curriculum Director, Department Heads, District Site Based Committee, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Booker JH/HS will provide opportunities for appropriate curriculum.

Performance Objective 1: Booker JH/HS will provide opportunities for cross-curricular activities for all students.

Evaluation Data Sources: Lesson plans, student progress

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Cross-Curricular Communication between staff to create assignments across content areas, shared reading level information, and develop vocabulary.</p> <p>Strategy's Expected Result/Impact: Lesson plans and projects Create a common vocabulary and terminology</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use writing across the core.</p> <p>Strategy's Expected Result/Impact: Lesson plans and projects</p> <p>Staff Responsible for Monitoring: Core subject teachers, Curriculum Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Booker JH/HS will provide opportunities for appropriate curriculum.

Performance Objective 2: Booker JH/HS will provide opportunities for all students to maintain a Personal Graduation Plan (PGP).

Evaluation Data Sources: PGP

Strategy 1 Details	Reviews			
<p>Strategy 1: Update Personal Graduation Plans (PGP) regularly for target group 9th, 10th, 11th and 12th.</p> <p>Strategy's Expected Result/Impact: PGP</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Booker JH/HS will provide opportunities for appropriate curriculum.

Performance Objective 3: Booker JH/HS will provide Career and Technology Education (CTE) opportunities to assist students in developing the knowledge, skills and competencies for a broad range of career opportunities.

Evaluation Data Sources: TAPR, CTE reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Booker JH/HS will offer Industry Based Certifications in multiple areas..</p> <p>Strategy's Expected Result/Impact: Schedules</p> <p>Staff Responsible for Monitoring: Principal, CTE Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Booker JH/HS will partner with Gateways to Health Careers to offer healthcare field certifications.</p> <p>Strategy's Expected Result/Impact: Certification achievement</p> <p>Staff Responsible for Monitoring: Principal, Superintendent</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Booker ISD will provide opportunities for all students to meet or exceed state testing standards. (3.g.1)

Performance Objective 1: Booker JH/HS will provide Math, ELA, Science, and Social Studies curriculum and instruction to ensure student success for all students.

Evaluation Data Sources: STAAR results, class rosters

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify TEKS Math, ELAR, Science and Social Studies objectives at the beginning of the year, mid year and end of year that need improvement and design instructional strategies for each.</p> <p>Strategy's Expected Result/Impact: Minutes Sign in sheets STAAR results</p> <p>Staff Responsible for Monitoring: Counselor, Curriculum Director, Teachers</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize instructional programs to improve writing skills.</p> <p>Strategy's Expected Result/Impact: Student academic improvement</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teachers</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will increase reading level with at least on year's growth with use of accelerated reading, high order questioning, and increasing the rigor of instruction.</p> <p>Strategy's Expected Result/Impact: Unit Assessments Quintile reports in DMAC STAAR results AR quizzes</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue update of science lab materials and supplies as needed.</p> <p>Strategy's Expected Result/Impact: Inventory</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase science knowledge with higher order questioning, increasing the rigor of instruction and increasing academic language.</p> <p>Strategy's Expected Result/Impact: Assessment results STAAR results</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Continue research-based programs for education, remediation and/or tutorials in Social Studies.</p> <p>Strategy's Expected Result/Impact: Assessment results</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Staff, Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide paraprofessionals to provide additional assistance in the classroom and one-on-one student support to improve academic achievement. (3.g.1)</p> <p>Strategy's Expected Result/Impact: STAAR results DMAC assessment</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s), Counselor, Curriculum Director</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund, - 199-PIC 24 State Comp Ed, Accelerated Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Booker ISD will provide opportunities for all students to meet or exceed state testing standards. (3.g.1)

Performance Objective 2: Booker JH/HS will provide opportunities for special population students, including SpEd, ESL, At-Risk, Economically Disadvantaged, Homeless, Foster Care, GT, and Dyslexia, to meet or exceed state testing standards.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure a tutorial program and extended learning opportunities for identified at-risk students using instructional programs. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Percent of decrease of student failures Tutorial roster attendance</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Teachers, Paraprofessional aides</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use cooperative learning structures and other effective practices in classrooms to address student learning styles.</p> <p>Strategy's Expected Result/Impact: Walk throughs Evidence of implementation in classroom</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 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. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Increase in percentage of at-risk students passing all portions of STAAR</p> <p>Staff Responsible for Monitoring: Instructional Focus Group, Principal, Teacher(s)</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Customize research-based strategies to meet the needs of the economically disadvantaged student. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Lesson plans, STAAR results</p> <p>Staff Responsible for Monitoring: Principal, Staff, Teacher(s)</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide research-based dyslexia programs. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Student academic success</p> <p>Staff Responsible for Monitoring: Principal, Superintendent</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Disseminate information to parents (in a understandable language, as feasible), students, and faculty for student nomination, assessment and identification into Gifted and Talented (GT) program.</p> <p>Strategy's Expected Result/Impact: Contact Logs Returned Forms</p> <p>Staff Responsible for Monitoring: Counselor, GT Coordinator, Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Determine student selection for GT 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.</p> <p>Strategy's Expected Result/Impact: GT list Testing information</p> <p>Staff Responsible for Monitoring: Counselors, GT Coordinator, Teacher(s)</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Based informal GT reassessment on student performance and formal assessment on entrance criteria.</p> <p>Strategy's Expected Result/Impact: Assessment/Reassessment results</p> <p>Staff Responsible for Monitoring: Counselor, GT Coordinator, Principal, Teacher(s)</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Continue services with Perryton Special Education Shared Services Arrangement.</p> <p>Strategy's Expected Result/Impact: Percentage of students testing on grade level</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Provide paraprofessionals for high needs special education students to improve academic achievement.(3.g.1) Strategy's Expected Result/Impact: Progress Reports Staff Responsible for Monitoring: Principal, Special Education Teachers, Superintendent Title I: 2.4 Funding Sources: - 199 General Fund, - 224 IDEA B - Formula Special Ed (SpEd)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Provide programs and activities for addressing training of Special Education teachers behavioral interventions and supports. (3.g.1) Strategy's Expected Result/Impact: Training certification from Texas Behavior Support Initiatives, Positive Behavior Intervention and Supports, Restorative Discipline Practices, or equivalent training program Staff Responsible for Monitoring: Principal, Special Education Coordinator, Special Education Teachers Title I: 2.4 Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Provide assistance for ESL students in content classroom and continue to use ELPS in the daily lesson. (3.g.1) Strategy's Expected Result/Impact: ESL Student Progress Reports TELPAS Results Staff Responsible for Monitoring: Principal, Teacher(s) Title I: 2.4 Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Identify students in foster care situations upon enrollment to ensure provision of services and support. (3.g.1) Strategy's Expected Result/Impact: Enrollment Information DFPS Form 2085 Staff Responsible for Monitoring: Counselor, Foster Care Liaison, Principal Title I: 2.4 Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Provide identified homeless students assistance with enrollment, lunch program, and other resources available to other students. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Enrollment Information</p> <p>Staff Responsible for Monitoring: Counselor, Homeless Liaison, Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund, Homeless Reservation - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Booker ISD will provide opportunities for all students to meet or exceed state testing standards. (3.g.1)

Performance Objective 3: Booker JH/HS will provide 100% potential and/or dropout students with opportunities for success by May 2023.

Evaluation Data Sources: TAPR Dropout Report, PEIMS Leaves Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a 1% or less drop out rate in each student subgroup. Strategy's Expected Result/Impact: Credits earned and PEIMS drop out report Staff Responsible for Monitoring: Counselor, Principal, Superintendent</p> <p>Title I: 2.4 Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide research-based programs for credit accrual and recovery and resources for staffing. (3.g.1) Strategy's Expected Result/Impact: Counselor records Staff Responsible for Monitoring: Curriculum Director, Counselor, Principal</p> <p>Title I: 2.5, 2.6 Funding Sources: - 199 General Fund, Edgenuity - 199-PIC 24 State Comp Ed, Accelerated Ed - \$16,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Booker ISD will provide opportunities to remain current in all technological changes, advances and applications.

Performance Objective 1: Booker JH/HS will provide current technological tools to accomplish the functions of administrative and support staff throughout the school year.

Evaluation Data Sources: Classroom inventories, Training Certificates, Master Schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for Gradebook. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Principal, Teacher(s), Technology Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for Ascender. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Principal, Staff, Technology Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue providing technological equipment for classrooms including tablets, computers, and document cameras/projectors and improving wired connectivity at campuses. Strategy's Expected Result/Impact: Classroom Inventories Walk throughs Observations Sign-in sheets Staff Responsible for Monitoring: Curriculum Director, Principal, Technology Director</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Keyboarding for 6th graders, Data Touch for 7th grade and Business Information Management for 8th grade students, and Technology classes for all high school students.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Walk Throughs</p> <p>Staff Responsible for Monitoring: Counselor, Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide dual credit courses to eligible high school students through Frank Phillips and other programs.</p> <p>Strategy's Expected Result/Impact: Student schedules</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Technology Director, Curriculum Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 1: Booker JH/HS will provide opportunities for communication and cooperation between the school, community, and parents to aid in the improved progress of 100% of students throughout the school year.

Evaluation Data Sources: Website, Site Base Committee

Strategy 1 Details	Reviews			
Strategy 1: Provide Parent Portal for access to student academic progress. Strategy's Expected Result/Impact: Parent Portal use Staff Responsible for Monitoring: Superintendent, Technology Director Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide social networking update of school activities through Remind for community and parents. Strategy's Expected Result/Impact: Community/Parent participation Staff Responsible for Monitoring: Principal, Superintendent, Technology Director Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to update school website. Strategy's Expected Result/Impact: Website Staff Responsible for Monitoring: Principal, Staff, Teacher(s) Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Communicate information to parents and families regarding Title I activities, curriculum, and rights of parents through a flexible number of meetings.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Minutes</p> <p>Staff Responsible for Monitoring: Principal, Superintendent</p> <p>Title I: 4.2</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Distribute information on the Parent and Family Engagement Written Policy (handout at registration) and Campus Improvement Plan (access in handbook, website) to parents and community members in an understandable language.</p> <p>Strategy's Expected Result/Impact: PFE Written Policy is available in English and Spanish in the campus and district office and on the website. The Campus Improvement Plan is available for Spanish interpretation upon request.</p> <p>Staff Responsible for Monitoring: Principal, Superintendent</p> <p>Title I: 4.1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 2: Booker JH/HS will provide higher education information to students and parents in the fall of every school year.

Evaluation Data Sources: Counselor logs, agendas, sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parents and students with higher education admissions and financial opportunities. Strategy's Expected Result/Impact: Agenda, Sign-in sheets, Minutes Staff Responsible for Monitoring: Counselor, Principal</p> <p>TEA Priorities: Connect high school to career and college Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide guidance for student post-secondary curricular needs. Strategy's Expected Result/Impact: Counselor Logs Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide information on high school accelerated graduation opportunities. Strategy's Expected Result/Impact: Counselor Logs Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Coordinate with institutions of higher education and local employers to facilitate transition from high school to post secondary education and careers.</p> <p>Strategy's Expected Result/Impact: Involvement of local colleges, universities, and employers</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Superintendent</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize career counseling to identify student interests and offer strategies for informed curriculum choices to facilitate transition to college, career or military options.</p> <p>Strategy's Expected Result/Impact: Counseling services</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 3: Booker JH/HS will provide opportunities for active leadership for staff, students, parents and community leaders.

Evaluation Data Sources: Sign in sheets, organization attendance and membership

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer school sponsored activities and committees to parents and community members.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Minutes Attendance at activities Parental responses Community awareness</p> <p>Staff Responsible for Monitoring: Principal, Staff, Teachers</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents and community members involvement in the Site Based Committees that are involved in the development and evaluation of the written Parent and Family Engagement Policy and Campus Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Sign in sheets Minutes</p> <p>Staff Responsible for Monitoring: Principal, Site Based Committee</p> <p>Title I: 4.1</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Cultivate community leaders, staff leader, student leaders and parent leaders through programs such as National Honor Society, Student Council, class officers, teacher/mentor program, parent and family engagement committee, site-base committee and volunteering.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, minutes</p> <p>Staff Responsible for Monitoring: Superintendent, Principal</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Support and encourage parents, teachers and community members to be involved in PTO and Kiowa Club. Strategy's Expected Result/Impact: Organization attendance/membership Staff Responsible for Monitoring: Principal, Site Based Committee, Parent and Family Engagement Committee Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Booker ISD will provide opportunities to foster positive community, parent, teachers and student communication and relationships.

Performance Objective 4: During each school year, Booker JH/HS will provide for diversity within the district.

Evaluation Data Sources: Demographic data

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage participation by special population groups. Strategy's Expected Result/Impact: Sign in sheets Community participation group demographics Staff Responsible for Monitoring: Superintendent, Principal, Staff Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide campus information distributed to parents in English/Spanish, including the Parent and Family Engagement written policy. (3.d.1) Strategy's Expected Result/Impact: Documents in English/Spanish Staff Responsible for Monitoring: Principal Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Booker ISD will provide opportunities for a positive, safe, and orderly school culture.

Performance Objective 1: Booker JH/HS will provide safe and efficient facilities for all students and staff through the school year.

Evaluation Data Sources: Emergency Management Procedures Plan, School Safety Plan

Strategy 1 Details	Reviews			
Strategy 1: Maintain security camera and entry system. Strategy's Expected Result/Impact: Purchase orders Staff Responsible for Monitoring: Technology Director, Superintendent Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide a full time counselor. Strategy's Expected Result/Impact: Payroll Staff Responsible for Monitoring: School Board, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain and update the Emergency Management Procedures Plan and School Safety Plan. Strategy's Expected Result/Impact: Emergency Management Procedures Plan Staff Responsible for Monitoring: Principal, School Board, Superintendent TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide counseling services in the following areas: suicide prevention, conflict resolution, bullying, violence prevention and intervention, discipline management, cyber bullying, harassment and dating violence. Strategy's Expected Result/Impact: Counselor logs Discipline Referrals Staff Responsible for Monitoring: Counselor, Principal, Superintendent	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide pregnancy prevention curriculum and training for students and parents. Strategy's Expected Result/Impact: Counselor logs Staff Responsible for Monitoring: Counselor, Principal Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide safe and secure classroom environment and communication. Strategy's Expected Result/Impact: Improved communication and classroom safety during emergency situations Staff Responsible for Monitoring: Principal, Superintendent, Staff Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Booker ISD will provide opportunities for a positive, safe, and orderly school culture.

Performance Objective 2: Booker JH/HS will provide opportunities to address the health needs of all students.

Evaluation Data Sources: Screening reports, audit reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain USDA compliant school lunch program. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide vision/spinal/hearing screenings. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Booker ISD will provide opportunities for staff to comply with federal and state guidelines.

Performance Objective 1: Provide 100% state certified teachers and highly qualified paraprofessionals in the classroom to be in compliance with federal and state expectations.

Evaluation Data Sources: Equity Data Survey, Teacher certificates, Employment records

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development and opportunities for 100% administrative, teacher, and paraprofessional staff members pertaining to areas of assignment to ensure high quality to meet BISD objectives. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Training certificates</p> <p>Staff Responsible for Monitoring: Counselor, Curriculum Director, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Comprehensive staff development will be provided to meet the needs of staff and students. Staff development waivers will be used to provide intensive, effective targeted professional development. (3.g.1)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Training certificates DMAC</p> <p>Staff Responsible for Monitoring: Counselor, Curriculum Director, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Recruit potential staff via face-to-face interviews, phone interviews, or video streaming. Focus will be on recruiting teachers for highest areas of need.</p> <p>Strategy's Expected Result/Impact: Applicant information</p> <p>Staff Responsible for Monitoring: Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Booker ISD will provide opportunities for staff to comply with federal and state guidelines.

Performance Objective 2: Booker JH/HS will maintain a 95% or higher attendance rate.

Evaluation Data Sources: TAPR report, TxEIS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor attendance on a daily, weekly, and six week basis. Strategy's Expected Result/Impact: TAPR PEIMS Attendance Data Staff Responsible for Monitoring: Counselor, PEIMS Clerks, PEIMS Coordinator, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize student high attendance rates with celebration and reward incentives at the JH and HS every six weeks. Strategy's Expected Result/Impact: Attendance rates Staff Responsible for Monitoring: Principal Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to monitor student tardies using parent contact from teacher, parent contact from principal, additional instruction time after school, and intervention from outside sources if needed. Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Principal, Staff, Teacher(s) Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide interventions to promote attendance through parent and teacher contact and rewards for students showing improvement. Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Counselor, Curriculum Director, Principal Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Booker Junior High & High School

Total SCE Funds: \$134,195.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

SCE money is used to fund salaries for three teachers: two part time and one full time. Funds are also used to pay for Academic Computer programs IXL and Edgenuity. We also use this money to fund meals for our migrant teachers when attending workshops.

Personnel for Booker Junior High & High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christina Laurie	Interventionist	0.5
Jenifer Lowery	Math Teacher	0.5
Kinsey Laurie	ELA Teacher	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is composed of curriculum meetings with staff members, parent surveys, staff surveys, and campus improvement meetings. All of that information is in a notebook.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan is evaluated and revised each year with the help of the campus-site based committee. That committee looks at the parent and staff surveys before making any changes.

2.3: Available to parents and community in an understandable format and language

The plan is available on the Booker ISD website in both English and Spanish.

3.1: Annually evaluate the schoolwide plan

The annual evaluation occurs during the end of the school year meetings and after school has dismissed.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Yesenia Sanchez	ESL/SPED Paraprofessional	ESL/SPED	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Parent	Darren Chisum	Parent
Classroom Teacher	Javon Hassler	JH Teacher
Classroom Teacher	Roseli Ferguson	HS teacher
Parent	Lupe Cervantes	Parent
Classroom Teacher	Monica Custer	JH/HS Teacher
District-level Professional	Jana Compean	Counselor
Student	Charley Hoover	Senior
Student	Erick Ramirez	Senior
Community Representative	Josh Clevenger	Christian Church Minister
District-level Professional	Melissa Smith	Special Education
Administrator	Susie Wynn	Administrator
Paraprofessional	Yulissa Ventura	BJH-BHS Campus Secretary
Business Representative	Stephen Skipper	Drifter Jerky/Meat Plant Owner
Classroom Teacher	Mary Ann Spurlock	BJH-BHS Band Director

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
3	2	7			\$0.00

199 General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	8			\$0.00
3	2	9			\$0.00
3	2	10			\$0.00
3	2	11			\$0.00
3	2	12			\$0.00
3	2	13			\$0.00
3	2	14			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4			\$0.00
5	2	5			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00
5	3	4			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$0.00
6	1	5			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	3			\$0.00
7	2	2			\$0.00
7	2	3			\$0.00
7	2	4			\$0.00
Sub-Total					\$0.00
199-PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	IXL- JH/HS		\$4,250.00
3	1	7			\$0.00
3	3	2	Edgenuity		\$16,500.00
Sub-Total					\$20,750.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	14	Homeless Reservation		\$0.00
Sub-Total					\$0.00
224 IDEA B - Formula Special Ed (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	10			\$0.00
Sub-Total					\$0.00

Addendums

Booker ISD Translation Procedure

Purpose:

Booker ISD will take realistic steps to ensure that parents, guardians, and others with Limited English Proficiency (LEP) have access and equal opportunity to important school information. Information regarding student interpretive, descriptive, and diagnostic reports, plans, policy, compact, parent meetings, and other required correspondence will be provided in an understandable and uniform format, and to the extent practical, in a language that parents/guardians can understand [Section 1112(e)(4); 1114(b)(4); 1116(e)(5); 1116(f)].

Types of Translation Available:

Language assistance will be provided through a bilingual staff interpreter, written translated materials and documents, and technology-assisted website translation capabilities.

Data Used to Determine Translation Needs:

Booker ISD reviews yearly the language access needs of our parents, guardians, and others through review of the Home Language Forms, district/campus ethnicity data, and educator/parent/student feedback and requests. The languages identified for translation are English and Spanish.

Documents/Information to be Translated:

The District/Campus(es) Improvement Plan(s) and the Parent Family Engagement written policy(ies) are available in the district and campus administration offices and are available upon request verbally via an interpreter or via website translation capability.

Written parent newsletters from the Title I, Part A Parent Family Engagement Statewide Initiative are provided to parents/guardians in the identified language(s).

School Parent Compact written information is translated into the identified language(s). Teacher-Parent Conferences (Compact) will be conducted in the presence of a staff interpreter.

Written reports will be translated into the identified language for the parent/guardian. Further explanation or detail on the report will be provided to the parent/guardian via a staff interpreter.

Monitoring:

On an ongoing basis, Booker ISD will assess changes in demographics, types of services or other needs that may require reevaluation of this procedure. In addition, Booker ISD will regularly assess the effectiveness of these procedures used for the delivery of language assistance.

Review Date

Booker ISD Translation Procedure

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