

**CELESTE ISD
DISTRICT EDUCATION IMPROVEMENT PLAN
2005-2006**

Celeste Blue Devils



Celeste ISD does not discriminate because of race, color, religion, sex, national origin, age, disability, military status, or on any other basis prohibited by law.

Representatives

Parents

**Lisa Walker
Elaine Shaw**

BUSINESS REPRESENTATIVES

**Vicki Griffis
Ryon Gilliam**

COMMUNITY MEMBERS

**Lou Evans
Elwood Jones**

ELEMENTARY TEACHERS

**Evangelyn Jordan
Joanna Collida**

JR. HIGH TEACHERS

**Cathy Jones
Kathryn Claxton**

HIGH SCHOOL TEACHERS

**Eric Kelley
James Fielden**

NON-TEACHING PROFESSIONAL

Ricky Beadles

Mission Statement

The mission of Celeste Independent School District is “to prepare all students to live and work in an ever-changing society. The school will provide a positive, supportive environment in which all students will acquire a knowledge base on which to build lifelong learning. Students who believe in themselves will succeed.”

Celeste ISD District Goals

1. High TAKS performance standards for all groups in Reading/Language Arts and Math will be maintained.
2. The dropout rate will meet or exceed the “Exemplary” rating of less than 1%.
3. The district will maintain or exceed the attendance rate to achieve an Exemplary rating.
4. The district will meet the state standard for number of students taking the SAT and ACT and scoring at or above the criterion for an Exemplary rating.
5. The district will provide a safe and drug free environment for all students.
6. All students have highly qualified teachers, principals, and para-professionals.

NCLB

PERFORMANCE GOALS

Performance Goal 1: **By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires state reporting as identified in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

1.3 Performance indicator: The percentage of Title I, Part A schools that make adequate yearly progress.

Performance Goal 2: **All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: **By 2005-2006, all students will be taught by highly qualified teachers.**

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23)

of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development as the term "professional development" is defined in section 9101 (34)].

3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. [See criteria in section 1119(c) and (d).]

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school with a regular diploma . . .

5.2 Performance indicator: The percentage of students who drop out of school—

**CELESTE INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN**

DISTRICT GOAL #1: High TAKS performance standards for all groups in Reading/Language Arts and Math will be maintained.

NCLB GOAL #1,2

OBJECTIVES:

1. Economically disadvantaged students will improve to 90% passing in TAKS reading.
2. Math TAKS scores will improve to 90% passing in all grades.
3. Maintain or improve the district’s average of 90% passing in reading and writing.
4. The district will meet or exceed the yearly “No Child Left Behind” AYP standard.

NCLB performance indicator(s) 1.1, 1.2, 2.1, 2.2, 2.3

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Provide staff development training on instructional strategies and teaching practices that target at-risk students and special populations.	Title II funds,(255),TPTR, Region10 ESC, Title V funds.	Staff development attendance, Reportcard grades, progress reports, informal observations.	Training dates, 3 and 6 weeks principal observations.	Campus principals.	TAKS scores.
Provide extended year programs for Math and Language Arts.	Title I funds(211) Acc. Rdg.(255) REAP(270)	Report card, attendance, Star testing, TPRI, and MAT testing.	June	Teachers	Improved TAKS scores for students attending.
Provide in-school and after school tutorials for at-risk, sped, ESL, LEP, Title I and economically disadvantaged students.	Title I funds (211), SCE funds (24), Acc. Rdg, (404) and Title II funds (255)	Informal observations, six weeks grades.	Daily, weekly	Teachers, Campus Principals	Improved TAKS scores for students attending.

Integrate technology into the district curriculum and equip all classrooms with technology necessary for integration. Move to the "Advanced Teach" level of the STAR Chart.	Local funds, (411) Title II Part D(262)	Lesson plans, informal observations, workshops attendance, Hardware upgrades.	Weekly principal observations, workshop certificates, STAR chart summary.	Campus principals, Technology Integrator.	TAKS scores, mastery of TEKS for Technology Applications. Student projects, Annual hardware survey.
Provide comprehensive staff development for all TAKS tested subjects. Including vertical alignment.	Region 10 ESC, (SAS Title V), TPTR (255)	Verification of Attendance	August 2003	Campus principals	TAKS scores.
Provide staff development training on instructional strategies and teaching practices that target ESL students.	Region 10 ESC, ESL (25), Title I Part D SAS (212)	Staff development attendance, report card grades, progress reports.	Training Dates, Principal Observations.	Campus principals	TAKS scores.
Transition from G/T pullout program to technology-based four core subject area program.	G/T funds (21)	Semester report cards	Six weeks	Principal, G/T teachers.	Student portfolio.
Provide Accelerated Math, Accelerated Reading, and Focus on Reading computer programs to assure adequate yearly progress in math and language arts courses.	REAP (270)	Student work, reports from software.	Six weeks	Teachers, Principal	TAKS scores and reports from software.
Support special education through inclusion, resources program, content mastery, and other related services.	SPED funds (23)	Informal observations, report cards, progress reports, content mastery log.	6 weeks, as scheduled, daily	Campus principals, special ed teachers,	SPED assessment. TAKS alternative test.
Provide comprehensive career and technology programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.	CATE funds, (22) Local , HDH coop,	Courses offered, student follow-up.	6 weeks, semester	Campus principals	Course completion, Job placement.
Handheld computer project (6-8)	Local Funds (270)	Staff, student and Parent survey	Annual	Campus principal	Year end skills test.
Provide for Pre-K Instruction	Local and Pre-K grant (4150)	Progress reports	6weeks, semester	Campus principal	Readiness for 1 st grade

**CELESTE INDEPENDENT SCHOOL DISTRICT
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DISTRICT GOAL #2: The dropout rate will meet or exceed the “Exemplary” rating of less than 1%.

NCLB GOAL #5

OBJECTIVES: Maintain dropout rate to <1%.

NCLB Performance Indicator(s): 5.1, 5.2

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Contact student and /or parents of students who are absent from school by phone.	Local funds	Absentee reports	Weekly	Campus principals.	AEIS report. Dropout rate.
Provide other options and alternatives to students who are at risk of dropping out of school.	SCE funds (24)	Attendance reports. Report cards. NovaNet assessment.	Monthly	Campus Principals.	AEIS report. End of year report.
Provide pregnancy related services for pregnant students.	SCE funds (24)	Placement records, attendance reports.	Monthly	Campus principal, counselor.	Students completing school year. Students completing school after childbirth.
Provide online curriculum (Novanet) for credit recovery during the school year and summer.	SCE funds (24)	Number of credits regained.	Semester review	Campus Principal, counselor.	Dropout rate. Number of credits recovered.
Provide after school online curriculum (Novanet) for students who are not able to attend during the regular school day.	SCE funds (24)	Attendance reports.	Semester	Campus Principal, counselor.	End of year attendance reports.

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DISTRICT GOAL #3: The district will maintain or exceed the attendance rate to achieve an Exemplary rating.
NCLB GOAL # 4

OBJECTIVES: The district will increase the attendance rating to 98%
NCLB Performance Indicator(s): 4.1

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Contact students and/or parents who are absent.	Local funds.	Absentee reports.	Weekly	Principals, campus secretaries.	AEIS report. Supt. summary report.
Provide Saturday school or “make-up” days for students with excessive absences.	Local funds .	Saturday school/make-up attendance reports.	Monthly	Principal	AEIS report. Number of students regaining credit.
Provide certificates and other rewards for students with perfect attendance.	Local funds.	Attendance reports.	Monthly	Principal.	Percentage of students receiving awards.

DISTRICT GOAL #4:The district will meet the state standard for number of students taking the SAT and ACT and scoring at or above the criterion for an Exemplary rating.

NCLB GOAL # 1,2

- OBJECTIVES:** 1. The district will increase the number of students taking the ACT and SAT.
 2. The district will increase the percent of students scoring at or above the state average.

NCLB Performance Indicator(s): 1.2, 2.3

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Provide PSAT test for each junior at no cost to the students.	Local funds.	List of students taking PSAT.	Fall of Junior year.	Principal, Counselor.	AEIS report. (SAT/ACT data)
Provide preparation tutorial program for ACT and SAT exams.	NovaNet lab. Local funds.	Number of students taking the tutorial program.	School year.	Principal, Counselor.	Improvement in ACT/SAT scores.
Provide incentives for early testing.	College Board	Number of scores returned before mid-term.	Mid-term, Spring break, Graduation.	Principal, Counselor	Improved scores.

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DISTRICT GOAL #5: The district will provide a safe and drug free environment for all students.

NCLB GOAL #4

- OBJECTIVES: 1. Reduce the average discipline referrals at all campuses.
 2. Reduce acts of violence to zero.
 3. Create a climate of drug awareness and zero tolerance.

NCLB Performance Indicator(s): 4.1

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Provide Alternative Education Program for students who commit violations of the Student Code of Conduct.	Campus principals, SCE funds (24)	Principals' discipline records. AEP referrals	6 weeks	Superintendent, Principals.	Total AEP referrals.
Monitor the continued implementation of the Student Code of Conduct.	Campus principals.	Principals' discipline records.	6 weeks	Principal	Total discipline referrals.
Increase student and employee awareness of drug abuse and prevention.	TitleIV funds (204)	Curriculum presentations.	Monthly	Principals, Counselors.	Drug Free report.
Implement a drug testing program for students who participate in extra-curricular activities and voluntary for any student.	Title IV funds (204)	Incident report.	quarterly	Principal	Drug Free report.

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DISTRICT GOAL #6: All students have highly qualified teachers, principals, and para-professionals.

NCLB GOAL # 3

OBJECTIVES: 1. Employ teachers that meet the No Child Left Behind guidelines.
2. Provide quality researched based staff development training.

NCLB Performance Indicator(s): 3.1, 3.2, 3.3

STRATEGY	RESOURCE	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Provide staff development in reading, language arts, science, social studies, math, technology, ESL, G/T, Special Ed, and Dyslexia.	Region 10 ESC, Title I (211) Title II(255) REAP (270) G/T (21) Sped (23) Local funds	Informal observation, Staff development attendance.	semester.	Principal	Teacher self-evaluation report, TAKS and SDAA scores.
Conduct annual certification audit to ensure all teachers are highly qualified.	Hunt Co. Coop.	Annual audit.	Annually	Superintendent	Audit report.
Administer the Region 10 developed assessment to all current and newly employed para-professionals to ensure their abilities in assisting teachers instructing in math, science, social studies, and language arts.	Region 10 ESC assessment.	Score on exam.	Fall of 2002, Employment process.	Principal, Superintendent.	Demonstrated proficiency on all segments of the para-professional exam.

Campus	101	041	001	
6112	200	4,700	2,500	
6119	46,480	22,414	23,298	
	FTE's 1.24	FTE's .68	FTE's .86	
6120				
6129	13,025			500
6140	3,746	2,716	4,029	
6300	300			
6400	<u> </u>	<u> 200 </u>	<u> </u>	
	63,751	30,030	30,327	

Total Comp. Ed. \$124,108 Summary of Finance 85% = \$91,512

25 ESL 05-06

Campus	101
6100	5,930
	FTE's .14
6140	605
6300	<u> 830 </u>
	7,365

Total for ESL \$7,365 Summary of Finance 85% = \$1,153

22 Career and Technology 05-06

Campus	101	041	001
6112			3,400
6119			109,739
			FTE's 2.90
6140			14,635
6200			188
6300			6,038
6400			<u>14,300</u>
			148,300

Total Career and Tech. \$148,300 Summary of Finance 90% = \$115,430

21 Gifted and Talented Block Grant 05-06

Campus	101	041	001
6112	121	120	
6119	5,976	6,425	
	FTE's .13	FTE's .14	
6140	501	1,100	
6200	200		149
6300	580	1,016	400
6400	105	300	170
6492	<u>600</u>	<u>600</u>	<u>540</u>
	8,083	9,561	1,259

Total GT \$18,903 Summary of Finance 85% = \$8,510

23 Special Education Block Grant 05-06

Campus	101	041	001
6112	400	1,200	750
6119	45,000	51,576	45,000
	FTE's 1.0	FTE's 1.18	FTE's 1.0
6129	34,477	11,226	22,845
6120	800	400	400
6140	8,134	7,326	10,381
6200	3,739	300	1,633
6300	2,975	14,370	8,250
6400	1,350	2,989	1,669
6492	<u>13,577</u>	<u>13,577</u>	<u>13,577</u>
	110,452	102,964	104,505

Total Sp. Ed. \$317,821 Summary of Finance 85% = \$286,513

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