

Charles Stillman Middle School
Brownsville Independent School District
Campus Improvement Plan

School Year 2007-08



Mission Statement

Charles Stillman Middle School will create an environment that is conducive to helping students discover and develop their many potentials to become lifetime achievers.

Charles Stillman Middle School
Brownsville ISD
Campus Improvement Plan
School Year 2007-08

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The Site-Based Decision-Making Committee:

The following persons served on the site-based decision-making committee during the preparation of the campus improvement plan for school year 2007-08. They were committed to carrying out the school's mission statement and to developing and implementing a well-rounded instructional program that will prepare the students for middle and high school and to become productive citizens in a democratic society. |

<u>Name</u>	<u>Position</u>
Maricela Zarate	Principal
Edward L. Miller	Dean of Instruction
Guillermo Gonzalez	SBDM Secretary
Lissa Frausto (Personnel Specialist)	District Level Professional
Maribel Castillo	Paraprofessional Staff
Rachel Lopez	Support Staff:
Laura Hinojosa, Teacher	Reading Department
Margarita Pedraza, Teacher	English Department
Arnold Castillo, Teacher	Math Department
Jennifer Aldama, Teacher	Science Department
Liz Medrano, Teacher	Social Studies Department
Olivia Urbina, Teacher	Special Education Department
Rolando Rodriguez, Teacher	Physical Education Department
Enrique Sandoval, Teacher	Electives
Gracie Rodriguez	Parent
Vacant	Community Member
Dalila Najera-Cisneros	Business Representative
Emily Rodriguez 8 th grade	Student

Comprehensive Needs Assessment

Students

Student Strengths: Special education students scored significantly higher in 2006-2007.

Student Needs: ESL students scored, on the average, lower than their fellow non-ESL students. Economically disadvantaged students also scored lower on the 2006-2007 TAKS.

Staff

Staff Strengths: Teachers are relying on data to drive better instruction. Teachers are genuinely dedicated to students.

Staff Needs: The Stillman faculty is a mixture of experienced teachers and new teachers. There is a need for positive campus culture-building activities. Many teachers, both experienced and new, need training in proactive and positive classroom management. In addition, many teachers need to transition from traditional teaching to the integration of best practices. There is a need for better collaboration between academic departments. There is a need for continued classroom management training.

Parental Involvement

Stillman has an active parent center with a full-time parent liaison that coordinates volunteer projects. She recruits parents to volunteer in providing appreciation awards, preparing snacks for students during TAKS testing, delivering lunches to students and teachers during testing, sponsoring student events.

NCLB Highly Qualified Teachers and Staff Development

Numerous on-going, high-quality staff development opportunities are provided for all teachers throughout the year to maintain (retain) 100% of classes taught by highly qualified teachers in the core academic subject areas to enable all children to meet the state’s academic achievement standards.

Basic Skill Area: Reading

State Goal: *The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.*

BISD Strategic Plan Objective: *70% of BISD students will meet or exceed national norms in reading and math*

BISD Board of Trustees Goal: *A well-balanced educational program and the necessary resources will be provided so that all Students will exceed expected performance and meet their full educational potential.*

Annual Campus Performance Objective*				Campus Long Range Goal
2007-2008	2008-2009	2009-2010	2010-2011	2010-2011
85%	90%	95%	97%	98%

*Percent meeting minimum expectations

Campus Objectives/Summative Evaluation

Test Data or Area of Need	Grade Level/ Pop.	% Passing	Local Accountability Standard	Current Mastery 2007	Projected Mastery (Objective) 2007-2008	Projected Gain (% points)	Actual Results 2007	Gain/Loss (% points)
TAKS Reading	Grade 6 LEP At Risk Econ. Dis. Special Ed. GT Migrant	87.7%	80%	88%	93%	5%	87.7%	-1.8%
TAKS Reading	Grade 7 LEP At Risk Econ. Dis. Special Ed. GT Migrant	88.5%	80%	89%	94%	5%	88.5%	+15.8%

TAKS Reading	Grade 8 LEP At Risk Econ. Dis. Special Ed. GT Migrant	85.9%	80%	86%	91%	5%	85.9%	+5.7
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Reading, continued

Activités	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Formative Evaluation	
					Formative	Summative
1.1 Teachers will plan by departments, grade-level, and by teams to maximize instruction in all objectives.	All teachers	None	Principal, Dept. Chairs, Dean, Teachers	At least twice per week	Walk –through, Meeting notes, Benchmarks.	TAKS scores
1.2 Integrate graphic organizers, like <i>Thinking Maps</i> ®, word webs, word maps, word trees and spectrum word roots, providing strategies for analyzing written texts also through Martha Morales activities.	All students	<i>Thinking Map</i> ® Materials and binders Martha Morales activities	All Teachers	On-going Aug-May	Walkthroughs, Teacher Observation, lesson plans; Benchmarks	TAKS scores
1.3 Monitor benchmark, six weeks tests, and released TAKS with students for reteaching and analysis.	All students and teachers	Testing costs/scanning expense	Principal, Dean, Teachers	On-going Aug-May	Walkthroughs, Teacher Observation, lesson plans; Benchmarks	TAKS scores
1.4 Incorporate the <i>Accelerated Reader</i> ® computer program into the curriculum to apply literary elements in order to understand an array of written texts.	All students & reading teachers	Technology, Computer lab, classroom \$6,000	Reading Teachers, Technology Coordinator	On-going Aug-May	Teacher observation; Lesson plans, software use logs	TAKS scores

1.5 Include Writing activities in Reading lessons in order to obtain a 98% passing rate on the Writing TAKS and meet AYP criteria in Language Arts.	All Reading Teachers	None	Department Chair	Weekly	Teacher Observations & Lesson Plans	TAKS scores AYP criteria
1.6 Include Social Studies topics in Reading lessons to obtain a 90% passing rate on the Social Studies TAKS and meet AYP criteria.	All 8 th Grade Reading Teachers	None	Department Chair	Once per six weeks	Teacher Observations & Lesson Plans	TAKS scores AYP criteria.
1.7 After-school tutorials will be provided in the area of Reading to obtain a 90% passing rate on the Reading TAKS and meet AYP criteria. Transportation and security will be provided. Measuring- Up workbooks.	All students, Title I students, all teachers	<i>21st Century Grant Monies</i> \$3000 \$300	Dean Teachers (Sherry Borrayo-Dyslexia teacher from Budget Fund 162)	Three times a week	Attendance Sheets. Documentation of objectives covered.	TAKS scores AYP criteria
1.8 Reading Teachers will participate in Professional Development activities that will impact student performance (Martha Morales).	All Reading Teachers	\$5,000	Department Head, Dean of Instruction	As needed throughout the school year	Dissemination of information acquired to all other teachers in the Reading department	Walkthroughs and PDAS will reflect practices acquired at sessions
1.9 Students who did not meet 2006-2007 TAKS standards in Reading will be enrolled in a TAKS enrichment course that will take the place of an elective in order to obtain a 90% passing rate on the Reading TAKS scores and meet AYP criteria for 2006.	7 th and 8 th grade students who did not meet TAKS standards in Reading in 2006-2007.	None	Counselors Teachers	Daily	Student Schedules Lesson Plans Walkthroughs	TAKS scores AYP criteria
1.10 All Stillman M.S. teachers will collaborate to provide additional Reading instruction in order to obtain a 93% passing rate on the Reading TAKS and meet AYP criteria.	All students	None	Dean All teachers (Sherry Borrayo-Dyslexia teacher from Budget Fund 162)	Daily	Walkthroughs	TAKS scores AYP criteria.

1.11 Scaffold instruction for reinforcement through newspapers, film, and other multimedia.	All students	Newspaper suscriptions, videostreaming license, LCD projectors, (3) ELMOS \$3, 096.00	Teachers, Dean, Technology Coordinator	On-going Aug-May	Walkthroughs, Lesson plans,	TAKS scores AYP criteria.
1.12 Various vocabulary building activities will be utilized to develop and increase vocabulary skills.	All students	Dictionaries, Thesaurus, word walls, Thinking Maps \$1500.00	Teachers, Dean	On-going Aug-May	Walkthroughs, Lesson plans,	TAKS scores AYP criteria.
1.13 Use of Martha Morales activities to improve reading skills	All students	\$2200.00	Teachers	On-going	Walkthroughs, lesson Plans	TAKS Scores AYP criteria
1.14 Intervention plans and continued communication with parents will be established for each child that is not academically successful (NCLB).	Students who are not academically successful	Department Budget (Sherry Borrayo-Dyslexia teacher from Budget Fund 162)	Reading teachers	Daily	Lesson plans, IAP forms for each student	Benchmark, TAKS scores

Basic Skill Area: Math

State Goal #2: *The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.*

BISD Strategic Plan Objective: *70% of BISD students will meet or exceed national norms in reading and mathematics.*

BISD Board of Trustees Goal #1: *A well –balanced educational program and the necessary resources will be provided so that all students will exceed expected performance standards and meet their full educational potential.*

Annual Campus Performance Objective*				Campus Long Range Goal
2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
85%	90%	95%	97%	100%

*Percent meeting minimum expectations

Campus Objectives/Summative Evaluation

Test Data or Area of Need	Grade Level/ Pop.	% Passing	Local Accountability Standard	Current Mastery 2007	Projected Mastery (Objective) 2007-2008	Projected Gain (% points)	Actual Results 2006-2007	Gain/Loss (% points)
TAKS MATH	Grade 6 LEP At Risk Econ. Dis. Special Ed. GT Migrant	74%	85%	77%	84%	10%	74%	-3%
TAKS MATH	Grade 7 LEP At Risk Econ. Dis. Special Ed. GT Migrant	67%	85%	56%	77%	10%	67%	9%
TAKS MATH	Grade 8 LEP At Risk Econ. Dis. Special Ed. GT Migrant	62%	85%	56%	75%	13%	62%	6%

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
2.1 Staff Development- On going TAKS strategies / training	All Math Teachers	TPTR funds	Department Head	Once per semester	Mentor sign-in sheets and participation	Lesson plans will indicate teachers used information to make needed curriculum adjustments
2.2 Monitor benchmark, six weeks tests, and released TAKS with students for reteaching and analysis.	All students	Testing costs/scanning expense	Principal, Dean, Teachers	On-going Aug-May	Teacher observation and lesson plans & student work progress	Test results will be used to evaluate overall student performance
2.3 Integrate graphic organizers, and charts to analyze date.	All Math Teachers	Graphic organizers and charts	All Teachers	On-going Aug-May	Walkthroughs, Teacher Observation, lesson plans; Benchmarks	TAKS scores
2.4 After-school tutorials and pullouts will be provided in the area of Math to obtain an 80% passing rate on the Math TAKS and meet AYP criteria. Transportation and security will be provided.	At-risk students. Title I students	21st Century Grant Monies	Dean Teachers	Three times per week	Attendance Sheets. Documentation of Objectives covered.	TAKS scores AYP criteria.
2.5 Students who did not meet 2006-2007 TAKS standards in Math will be enrolled in a TAKS enrichment course that will take the place of an elective in order to obtain an 80% passing rate on the Math TAKS and meet AYP criteria for 2008.	6 th , 7 th , and 8 th grade students who did not meet TAKS standards in Math in 2007.	240 <i>Measuring Up</i> workbooks \$2880	Counselors Teachers	Daily	Student Schedules Lesson Plans Walkthroughs	TAKS scores AYP criteria
2.6 All Stillman M.S. teachers will collaborate as academic teams to provide additional mathematics instruction in order to obtain an 80% passing rate on the Math TAKS and meet AYP criteria such as integrating math in all content areas through warm-ups and other classroom activities.	All students	None	Dean Counselors All teachers Academic Teams	Weekly	Walkthroughs	TAKS scores AYP criteria.

2.9 Integrate TAKS oriented computer software, such as <i>A+ Math</i> © or <i>Accelerated Math</i> , to support all math objectives.	All students	<i>A+ Math</i> © or Accelerated Math software	Technology Coordinator, Dean, Teachers	As Scheduled	Lesson plans, Walkthroughs, computer lab use logs	TAKS scores AYP criteria
2.10 Provide after-school tutorial with identified low-performance students.	low-performance students	<i>21st Century Grant/State Compensatory Funda</i>	Teachers, Dean,	Three Days per Week	Student Attendance Sign-in logs	TAKS scores AYP criteria
2.11 Provide a Math TAKS enrichment period for students who meet a predetermined criteria selected by the math department.	All Students	<i>Measuring Up Workbooks</i>	Dean, Dept. Chair, Teachers	Daily	Walkthroughs, lesson plans	TAKS scores AYP criteria
2.12 Provide professional development training on TAKS strategies to support all math objectives.	Math Teachers	ASCD Math Specialist, \$4,000.00	Dean, Dept. Chair, Teachers	Once per semester	Walkthroughs, lesson plans	TAKS scores AYP criteria
2.13 Pull-out small numbers of students (first semester) for math remediation.	low-performance students	None	Dean, Dept. Chair, Teachers	Daily	Walkthroughs, Student Attendance Sign-in logs	TAKS scores AYP criteria
2.14 Incorporate the use of manipulatives in classroom to promote student learning and participation.	All Students	Department Budget \$5000	All Teachers	As Scheduled	Lesson Plans and Walkthroughs	TAKS scores
2.15 Fully utilize newly adopted textbooks and all resources including technology to support instruction.	All Students	Department Budget	Math Teachers	Daily	Lesson Plans	TAKS scores
2.16 Teachers will meet as departments, teams and grade levels to discuss instructional strategies and lessons to address identified objectives.	All teachers	None	Principal, Dept. Chairs, Dean, Teachers	Weekly	Walkthroughs, Meeting notes, Benchmarks.	TAKS scores

2.17 Intervention plans and continued communication with parents will be established for each child that is not academically successful (NCLB).	Students who are not academically successful	Department Budget	Math teachers	Daily	Lesson plans, IAP forms for each student	Benchmark, TAKS scores
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Key Codes for Special Populations

(TI) Title I

(TIM) Title I Migrant

(BIL) Bilingual

(ESL) English as a Second Language

(SE) Special Education

(AR) At Risk

(GT) Gifted and Talented

Key Codes for Funding

(SCE) State Compensatory education

(LOC) Local

(FED) Federal

(TIA) Title I Part A

(TIB) Title I part B

(TIC) Title I part C

(TID) Title I Part D

(TII) Title II

(TIIB) Title II Part B Eisenhower

(TIII) Title III

(TIV) Title IV

(IEP) Title VI Innovative Education

(CSR) Title VI Class Size Reduction

(BIL) Title VII Bilingual

(IMM) Title VII Immigrant Education

(TIX) Title IX

(CDP) Carl D. Perkins (Career/Technology)

(MHE) McKinney Homeless Education

Basic Skill Area: Writing

State Goal: *The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.*

BISD Strategic Plan Objective: *70% of BISD students will meet or exceed national norms in reading and math.*

BISD Board of Trustees Goal: *A well-balanced educational program and the necessary resources will be provided so that all students will exceed expected performance standards and meet their full educational potential.*

Annual Campus Performance Objective*				Campus Long Range Goal
2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
70%	80%	85%	90%	95%

*Percent meeting minimum expectations

Campus Objectives/Summative Evaluation

Test Data or Area of Need	Grade Level/ Pop.	% Passing	Local Accountability Standard	Current Mastery 2007	Projected Mastery (Objective) 2007-2008	Projected Gain (% points)	Actual Results 2007	Gain/Loss (% points)
TAKS writing	Grade 7 LEP At Risk Econ. Dis. Special Ed. GT Migrant	97%	80%	97%	98%	+1%	97%	+1%

Activities	Population	Resources Source/ \$ mount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
3.1 Revise and proofread/edit student essays/writings cooperatively.	All 6 th and 7 th grade students	ELMOs (3) \$3096.00	6 th & 7 th grade teachers	Daily	Walkthroughs, Teacher Observation, lesson plans; Benchmarks	TAKS scores
3.2 Teachers will plan by departments, grade-level, and by teams to maximize instruction in all objectives.	All teachers	None	Principal, Dept. Chairs, Dean, Teachers	Weekly	Walkthroughs, Meeting notes, Benchmarks.	TAKS scores
3.3. Integrate graphic organizers, like <i>Thinking Maps</i> ®, word webs, word maps, word trees and spectrum word roots, providing strategies for analyzing written texts.	All English Teachers	<i>Thinking Map</i> ® Materials and binders, and Martha Morales activities	All Teachers	On-going Aug-May	Walkthroughs, Teacher Observation, lesson plans; Benchmarks	TAKS scores
3.4 Monitor benchmark, six weeks tests, and released TAKS with students for re-teaching and analysis.	All 6 th , 7 th and 8 th grade students	Testing costs/scanning expense	Principal, Dean, Teachers	On-going Aug-May	Teacher observation and lesson plans & student work progress	Test results will be used to evaluate overall student performance
3.5 Students will complete an English Journal	All 6 th , 7 th , 8 th grade students	None	All 6 th , 7 th , 8 th grade English/ESL teachers	Weekly	Student Participation in ongoing activities	Student Journals
3.6 Include Reading activities in writing lessons to obtain a 90% passing rate on the Reading TAKS and meet AYP criteria in the area of Reading.	All writing Teachers	None	Department Head	Weekly	Teacher Observations & Lesson Plans	TAKS Scores AYP criteria.
3.7 Include Social Studies topics writing lessons in order to obtain a 90% passing rate on the Social Studies TAKS and meet AYP criteria.	8 th grade English Teachers	None	Department Head	Once per six weeks	Teacher Observations & Lesson Plans	TAKS scores AYP criteria.
3.8 Incorporate the use of newspapers in English and ESL lessons.	Teachers who attend NIE workshop	None	Teachers who attend NIE workshop	Once a week	Lesson Plans	Students Publishing in the Newspapers

3.9 English Teachers will participate in Professional Development activities that will impact student performance.	All English Teachers	TPTR funds Martha Morales Phase I Writing Training \$5,000.00	Department Head, Dean of Instruction	As scheduled throughout the school year	Dissemination of information acquired to all other teachers in the English department	Walkthroughs and PDAS will reflect practices acquired at sessions
3.10 After-school tutorials will be provided to obtain a 98% passing rate on the Writing TAKS and meet AYP criteria. Transportation and security will be provided.	All LEP and non-LEP students.	State Comp., FED and BIL funds	Dean Teachers	Three times a week	Walkthroughs, attendance sheets. Documentation of objectives covered.	TAKS scores AYP criteria
3.11 Students will participate in pullout tutorials to provide TAKS test preparation.	7 th grade students identified using diagnostic test results.	None	English Teachers	4 th six weeks	Diagnostic Exam Results	TAKS scores
3.12 All Stillman M.S. teachers will collaborate to provide additional Writing instruction in order to obtain a 98% passing rate on the Writing TAKS and meet AYP criteria.	All students	None	Dean Counselors All teachers (Juliette Eddy- At-risk teacher from Budget Fund 162)	Daily	Walkthroughs	TAKS scores AYP criteria.
3.13 Teachers will meet as departments, teams and grade levels to discuss instructional strategies and lessons to address identified objectives.	6 th , 7 th , and 8 th grade teachers	None	Dean Teachers	Daily/as scheduled	Walkthroughs, meeting agendas, sign-in sheets, lesson plans	Comparison of individual teacher's benchmark and TAKS data
3.14 ELA teachers will implement Martha Morales strategies to improve quality of writing for all students.	6 th , 7 th , and 8 th grade teachers	\$1500.00	Dean Teachers	Daily/as scheduled	Walkthroughs, Lesson plans	Comparison of individual teacher's benchmark and TAKS data

Key Codes for Special Populations

(TI) Title I
(TIM) Title I Migrant
(BIL) Bilingual
(ESL) English as a Second Language
(SE) Special Education
(AR) At Risk
(GT) Gifted and Talented

Key Codes for Funding

(SCE) State Compensatory education
(LOC) Local
(FED) Federal

(CDP) Carl D. Perkins (Career/Technology)
(MHE) McKinney Homeless Education
(PK) Pre-kindergarten Expansion

(TIA) Title I Part A
(TIB) Title I part B
(TIC) Title I part C
(TID) Title I Part D
(TII) Title II
(TIIB) Title II Part B Eisenhower
(TIII) Title III
(TIV) Title IV
(IEP) Title VI Innovative Education
(CSR) Title VI Class Size Reduction
(BIL) Title VII Bilingual
(IMM) Title VII Immigrant Education(
TIX) Title IX

(K12) K-1-2 Accelerated Reading
(OEYP) Optional Extended Year Program
(DYS) Dyslexia

Basic Skill Area: Social Studies

State Goal: *The student in the public education system will demonstrate exemplary performance in the understanding of social studies.*

BISD Strategic Plan Objective: *70% of the B.I.S.D. Students will meet or exceed national norms in social studies.*

BISD Board of Trustees Goal: *A well-balanced educational program and the necessary resources will be provided so that all students will exceed expected performance standards and meet their full educational potential.*

Annual Campus Performance Objective*				Campus Long Range Goal
2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
90%	93%	96%	98%	100%

*Percent meeting minimum expectations

Campus Objectives/Summative Evaluation

Test Data or Area of Need	Grade Level/ Pop.	% Passing	Local Accountability Standard	Current Mastery 2007	Projected Mastery (Objective) 2007-2008	Projected Gain (% points)	Actual Results 2007	Gain/Loss (% points)
TAKS Social Studies	Grade 8 LEP At Risk Econ. Dis. Special Ed. GT Migrant	83%	80%	86%	90%	+4	86%	+4

Social Studies, Continued

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
4.1 Teachers will plan by departments, grade-level, and by teams to maximize instruction in all objectives.	All teachers	None	Principal, Dept. Chairs, Dean, Teachers	Weekly	Walkthroughs, Meeting notes, Benchmarks.	TAKS scores
4.2 Professional Development (Social Studies) history teachers will participate in TAKS test taking strategies trainings and other professional development activities, such as History Alive!® that will positively impact student performance on the TAKS test.	Teachers	TPTR funds	Teachers, Dean S.S specialist	As needed throughout the school year	Sign in sheets. Dissemination of information acquired to all other teachers in the History department	Lesson Plans showing implementation of TAKS test taking strategies. Walkthroughs. PDAS TAKS scores AYP criteria
4.3 Provide professional development training in ESL strategies in teaching all social studies objectives.	All Students	None	Social Studies Teachers, district ESL trainers	On-going	Lesson Plans (Announced on Morning Announcement)	Lessons Plans
4.4 All 6 th and 7 th grade students will take a benchmark test based on their scope and sequence which will also be in correlation with 8 th grade TEKS and TAKS objectives.	All Students	None	6 th and 7 th grade Teachers	Every six weeks	Cumulative report will be used to make TAKS evaluation decisions for all grade levels	TAKS Scores
4.5 All Social Studies teachers will integrate technology in lessons to further enhance student learning: power point, ELMOS, United Streaming, Smart Boards, etc.	All teachers All students	(3) Elmos \$3096.00	Teachers	Daily	Lesson Plans	Walkthroughs PDAS
4.6 Announce “This Day in History” daily to promote the awareness of current events.	All students	None	Dept. Chair, Grade-level teachers	Daily	Daily Announcements, Positive Student Incentives	TAKS Scores

4.7 Integrate graphic organizers, like <i>Thinking Maps</i> ®, word webs, word maps, word trees and spectrum word roots, providing strategies for analyzing written texts. Students will use publisher workbooks for tutorial enrichment.	All Students	None	All Social Studies Teachers/Volunteer Staff	As needed throughout the year	Lesson Plans	Student activities and projects (products)
4.8 Provide social studies training for 6 th , 7 th , and 8 th grade teachers in disaggregating data test analysis.	All students	None	Dean Counselors All teachers	Daily	Walkthroughs	TAKS scores
4.10 Students will participate in History Fair/TAKS preparation tutorials. Transportation and security will be provided.	All 7 th grade students. 6 th and 8 th grade Pre-AP students.	SCE Fed.	Students Teachers Administration	1 st Semester: History Fair 2 nd Semester: TAKS	Cumulative report will be used to make program decision.	TAKS Scores AYP Criteria
4.11 All students will participate in KIDS Voting U.S.A.	All students	None	Teachers SS Specialist			
4.12 Teachers will meet as departments, teams and grade levels to discuss instructional strategies and lessons to address identified objectives.	6 th , 7 th , and 8 th grade teachers	None	Dean Teachers	Daily/as scheduled	Walkthroughs, meeting agendas, sign-in sheets, lesson plans	Comparison of individual teacher's benchmark and TAKS data

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(TID) Title I Part D
(TII) Title II
(TIIB) Title II Part B Eisenhower
(TIII) Title III
(TIV) Title IV
(IEP) Title VI Innovative Education
(CSR) Title VI Class Size Reduction
(BIL) Title VII Bilingual
(IMM) Title VII Immigrant Education
(TIX) Title IX
(CDP) Carl D. Perkins
(Career/Technology)
(MHE) McKinney Homeless Education
(PK) Pre-kindergarten Expansion
(K12) K-1-2 Accelerated Reading
(OEYP) Optional Extended Year
Program
(DYS) Dyslexia

Basic Skill Area: Science

State Goal #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

BISD Strategic Plan Objective: 70% of BISD students will meet or exceed national norms in science.

BISD Board of Trustees Goal #1: A well-balanced educational program and the necessary resources will be provided so that all students will exceed expected performance standards and meet their full educational potential.

Annual Campus Performance Objective				Campus Long Range Goal
2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
70%	85%	90%	95%	100%

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
5.1 Technology: Develop strategies in conjunction with Math teachers for the use of data collection and analysis in an integrated approach and develop a level of comfort in the use of graphic calculators in order to obtain a 90% passing rate on the Math TAKS and meet AYP criteria. Also, the use of technology in the Middle School science classrooms will be expanded.	6 th , 7 th , & 8 th grade students	Graphic calculators, Science Probes	Grade-level science teachers	Each six weeks	Cumulative report will be used to make program decisions; Teacher made pre-tests using graphic calculators and probes	Teacher made post-test using graphic calculators and probes; and to help prepare for the high school TAKS. TAKS scores. AYP criteria.
5.2 Students will work to develop Science Fair Projects and participate in the Charles Stillman Middle School Science Fair and the Brownsville ISD Science Fair.	6 th , 7 th , & 8 th grade students	\$1500 (Science showboards, photo paper, color paper)	Grade-level & all subject teachers	1 st , 2 nd , & 3 rd Six weeks	All science students will participate in Stillman MS Science Fair.	Competition results will be used to evaluate over -all performance
5.3 Integrate graphic organizers, like <i>Thinking Maps</i> ®, word webs, word maps, word trees and spectrum word roots, providing strategies for analyzing written texts.	8 th grade students	None	Grade-level & all subject teachers	As Scheduled	Lesson Plans, Walkthroughs	TAKS scores

5.4 Promote the “Word of the Day” throughout all academic departments through announcements, newsletters, emails, and other campus media to introduce important vocabulary.	All Students	None	Grade-level & all subject teachers	Daily	Daily Announcements, Positive Student Incentives	Walkthroughs and PDAS will reflect practices acquired
5.5 Students will work to develop and reinforce reading strategies through the use of Science World Magazines.	6 th , 7 th , & 8 th grade students	\$500 (class set subscriptions)	Grade-level science teachers	Each six weeks	All students will participate in the use of magazines	Reading and Science TAKS Scores
5.6 Consumable Lab Materials will be used to aid in conducting hands-on laboratory experiments (specimens, etc.)	6 th , 7 th , & 8 th grade students	\$3,000 (specimens & replacement lab equipment)	Grade level science teachers	Each six weeks	All students will participate in hands-on Laboratory Experiments	Science TAKS Scores
5.7 Students will work to develop Science TAKS Strategies through the use of TAKS based materials	8 th grade students	(10) <i>Measuring Up</i> workbooks \$120.00, TAKS Study Guides for each 8 th grade student (400) \$2800.00	Grade Level science teachers	Each six weeks	Periodic Benchmark Testing	Science TAKS Scores
5.8 Students will develop Science TAKS strategies with the integration of ELMOs	8 th grade teachers	(3) Elmos \$3096.00	8 th grade Science Teachers	Each six weeks	Lesson Plans	Science TAKS Scores
5.9 Teachers will meet as departments, teams and grade levels to discuss instructional strategies and lessons to address identified objectives.	6 th , 7 th , and 8 th grade teachers	None	Dean Teachers	Daily/as scheduled	Walkthroughs, meeting agendas, sign-in sheets, lesson plans	Comparison of individual teacher’s benchmark and TAKS data

Key Codes for Special Populations

(TI) Title I
(TIM) Title I Migrant
(BIL) Bilingual
(ESL) English as a Second Language
(SE) Special Education
(AR) At Risk
(GT) Gifted and Talented

Key Codes for Funding

(SCE) State Compensatory education
(LOC) Local
(FED) Federal
(TIA) Title I Part A
(TIB) Title I part B
(TIC) Title I part C
(TID) Title I Part D
(TII) Title II
(TIIB) Title II Part B Eisenhower
(TIII) Title III
(TIV) Title IV
(IEP) Title VI Innovative Education
(CSR) Title VI Class Size Reduction
(BIL) Title VII Bilingual
(IMM) Title VII Immigrant Education
(TIX) Title IX
(CDP) Carl D. Perkins
(Career/Technology)
(MHE) McKinney Homeless Education
(PK) Pre-kindergarten Expansion
(K12) K-1-2 Accelerated Reading
(OEYP) Optional Extended Year
Program

(DYS) Dyslexia

*Note

Include the following in the activities:
Technology
Professional Development and Special
Education activities

Basic Skill Area: Physical Education

State Objective 4: A well-balanced and appropriate curriculum will be provided to all students.

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Formative Evaluation	
					Formative	Summative
6.1 Charles Stillman Middle School students will acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity and access to a physically active lifestyle.	6 th grade students	Total Budget for Physical Education \$2500.00	Physical Education Teachers Physical Education Dept. Head	August 2007 Through May 2008	Walk Through Skills Tests Lesson Plans	Fitness Testing
6.2 Charles Stillman Middle School students will remain physically active throughout life by participating in enjoyable lifetime activities.	8 th grade students	Total Budget for Physical Education \$2500.00	Physical Education Teachers Physical Education Dept. Head	August 2007 Through May 2008	Walk Through Skills Tests Lesson Plans	Fitness Testing
6.3 Charles Stillman Middle School students will acquire the knowledge, attitudes, and skills necessary to lead a healthful life and take responsibility for their own health.	6 th grade students & 8 th grade students	Total Budget for Health Education \$1900	Health Education Teachers Dept. Head	August 2007 Through May 2008	Walk Through Lesson Plans Projects	Skills Tests on CPR/first aid Tie-in activities with respective chapters
6.4 Charles Stillman Middle School students will develop modern dance skills while exploring their own creativity and learn the skills and appreciation for various dance forms and styles	6 th , 7 th and 8 th students	Total Budget for Dance \$2000	Dance Teacher	August 2007 Through May 2008	Walk Through Lesson Plans Student Presentations Skills Tests	Fitness Test Public Performance
6.5 Teachers will meet as departments, teams and grade levels to discuss instructional strategies and lessons to address identified objectives.	6 th , 7 th , and 8 th grade teachers	None	Dean Teachers	Daily/as scheduled	Walkthroughs, meeting agendas, sign-in sheets, lesson plans	

<p>6.6 Charles Stillman Middle School students will participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change.</p>	<p>7th grade students</p>	<p>Total Budget for Physical Education \$2500.00</p>	<p>Physical Education Teachers Physical Education Dept. Head (Patricia Davis-At risk teacher from Budget Fund 162)</p>	<p>August 2007 Through May 2008</p>	<p>Walk Through Skills Tests Lesson Plans</p>	<p>Fitness Testing</p>
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Area: Discipline Management/ Safe Schools

State Goals: School Campuses will maintain a safe and disciplined environment conducive to student learning.

BISD Board of Trustees Goal: A performance accountability system that ensures fiscal and personnel responsibility for student achievement will be developed, adopted, and implemented

Annual Campus Performance Objective*				Campus Long Range Goal
2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Expulsions %	%	%	%	%
Referrals to AEC %	%	%	%	%

*Must reference PEIMS Data

Campus Objectives/Summative Evaluation

Area of Need	Grade Level/ Pop.	Local Accountability Standard	Current Data	Projected Data (Objective) 2006-2007	Projected Gain (% points)	Actual Results	Gain/Loss (% points)
Expulsions	6 th 7 th 8 th						
Alternative Center Referrals	6 th 7 th 8 th						

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
7.1 Teachers will document students' discipline infractions.	All Grade Levels All Populations	None	Teachers	Fall Spring	Teacher discipline logs	Improved school climate; reduced office referrals

7.2 Lunch Detention will be issued to students who are not in compliance with dress code or other school rules.	All Grade Levels All Populations	None	Para-professional rotation	Fall Spring	Lunch detention log	Reduced non-compliance with dress code and school rules.
7.3 Provide solid teaming to decrease discipline problems and enhance academic performance.	All Teachers	<i>Consistency Management & Cooperative Discipline</i> ® campus workshop, \$10,000	Dean, Dept. Chair, Teachers	Once per School Year	Walkthroughs	TAKS scores AYP criteria
7.4 Stillman Middle School will have the “Pat on the Back” program to reward positive behavior	All students	Donations / Fundraisers	Assistant Principal Counselors Teams Electives Teacher	Fall Spring	Students will be rewarded on a weekly basis for positive behavior	Campus will focus on student positive behavior.
7.5 Teachers will meet as Departments, teams and grade levels to discuss instructional strategies and lessons to address identified objectives.	6 th , 7 th , and 8 th grade teachers	None	Dean Teachers	Daily/as scheduled	Walkthroughs, meeting agendas, sign-in sheets, lesson plans	

Basic Skill Area: Technology

State Goal: Objective 9: *Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.*

BISD Strategic Plan Objective: *Provide Staff Development, connect students, teachers and administrators through an efficient and maintained network, and integrate technology into the learning experience for all our students.*

BISD Board of Trustees Goal: *A well-balanced educational program and the necessary resources will be provided so that all students will exceed expected performance standards and meet their full educational potential.*

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
8.1 Stillman Middle School will purchase Reading and Math software programs from <i>Compass Learning</i> . They will be installed in the computer labs for student use during Reading, Math and tutorial classes to positively impact TAKS scores and AYP performance.	6 th , 7 th and 8 th grade students	FED <i>21ST Century</i>	Principal TST Dean	Daily Use	Student use of the computer labs during their Reading, Math and tutorial sessions	Positive effect on TAKS scores and AYP performance.
8.2 All students in the sixth, seventh, and eighth grade as well as our parent volunteers, faculty, and staff will have an e-mail account in order to promote effective communication.	6 th , 7 th & 8 th Graders	None	TST	December 2007	Teachers will communicate with students and parents via email.	Compilation of (hard copies) of any communications with students/parents through email.
8.3 Charles Stillman Middle School will accommodate faculty and staff with the facilities and training necessary to fulfill 6 hours of technology training	All Staff Members	None	Local TST, District TST, Teachers and administration	1 st , 2 nd , & 3 rd Six weeks	Teachers' progress will be monitored via sign-in sheets at trainings.	ERO transcript.

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
8.5 Stillman Middle School will have a TST on campus that organizes and manages campus technology.	Campus	None	TST	2007-2008 School Year	Service request forms	Cumulative data reflecting performance on service request forms.
8.6 All teachers will use <i>Attendance Speed</i> ® during the 2007-2008 school year.	Faculty	None	TST Teachers Administrations Dept. Heads Teachers	2007-2008 school year	Six week submittal of grade books	End of year summative reflecting e-grade books.

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
8.8 All lesson plans will be computerized	Teachers	templates via email	Dept. heads, administrators, TST	2007-2008 School year	Designated lesson plan submittal deadline	All teachers submitted complete computerized lesson plans for entire school year.
8.9 All seventh and eighth grade English classes will do Career Exploration research in the computer lab at least once per semester.	7 th -8 th Grade Students	None	TST, English Teachers	2007-2008 School year	Scheduling of classes to use a computer lab	Documentation of research done by students

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
8.12 All computer needs will be submitted through work orders to the Technology Support Teacher	Faculty	None	TST, Technology Administrators	2007-2008 School Year	Service request forms	Cumulative data reflecting performance on service request forms.
8.13 All employees will effectively communicate through email and be responsible for maintaining their Email account by promptly reading messages, replying /deleting them.	Faculty	None	Individual Teacher	2007-2008 School Year	Employees are in receipt of messages sent to them.	Number of times administrator reports full mailbox.
8.14 Four (4) laptops will be used by administrators to effectively monitor student data (AEIS-IT) and facilitate instructional/professional interventions with teachers.	Campus administrators	\$4,000	Individual administrators	2007-2008 School Year	Use for walkthrough evaluations with teachers	Completion of PDAS evaluations and TAKS results

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(TIIB) Title II Part B Eisenhower

(TIII) Title III

(TIV) Title IV

(IEP) Title VI Innovative Education

(CSR) Title VI Class Size Reduction

(BIL) Title VII Bilingual

(IMM) Title VII Immigrant Education

(TIX) Title IX

(CDP) Carl D. Perkins

(Career/Technology)

(MHE) McKinney Homeless Education

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(OEYP) Optional Extended Year
Program

(DYS) Dyslexia

BROWNSVILLE ISD Technology Plan

2007 - 2010

Hector Gonzales

SUPERINTENDENT

DISTRICT PROFILE

ESC Region 1
 City, State Zip BROWNSVILLE, TX 78521-2417
 Phone (956) 548-8000
 Fax (956) 548-8010
 County District Number 031901

Number of Campuses	51
Total Student Enrollment	48186
District Size	25,000 - 49,999
Percent Econ. Disadvantaged	93.10%

Technology Expenditures	\$152,444,066.00										
Technology budgets reported in plan by category	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Teaching and Learning Budget</td> <td style="text-align: right;">\$33,968,819.00</td> </tr> <tr> <td>Educator Preparation and Development Budget</td> <td style="text-align: right;">\$20,533,665.00</td> </tr> <tr> <td>Leadership, Administration and Support Budget</td> <td style="text-align: right;">\$840,000.00</td> </tr> <tr> <td>Infrastructure for Technology Budget</td> <td style="text-align: right;">\$97,101,582.00</td> </tr> <tr> <td>Total:</td> <td style="text-align: right;">\$152,444,066.00</td> </tr> </table>	Teaching and Learning Budget	\$33,968,819.00	Educator Preparation and Development Budget	\$20,533,665.00	Leadership, Administration and Support Budget	\$840,000.00	Infrastructure for Technology Budget	\$97,101,582.00	Total:	\$152,444,066.00
Teaching and Learning Budget	\$33,968,819.00										
Educator Preparation and Development Budget	\$20,533,665.00										
Leadership, Administration and Support Budget	\$840,000.00										
Infrastructure for Technology Budget	\$97,101,582.00										
Total:	\$152,444,066.00										
Technology Expenditure Per Pupil	\$3,163.66										
Number of Campuses with Direct Connection to Internet	51										
Percentage of Campuses with Direct Connection to Internet	100.00%										
Number of Classrooms with Direct Connection to Internet	3761										
Percentage of Classrooms with Direct Connection to Internet	100.00%										
Computer/Student Ratio	3 student(s) for every computer										
Computer/Teacher Ratio	1 teacher(s) for every computer										
Number of campuses that need to complete the Texas Campus STaR Chart	51										
Percentage of campuses that have completed the Texas Campus STaR Chart	100.00 %										

Plan Introduction

Plan Last Edited 03/30/2007

Plan status:	submitted
Years Included in the Plan:	2007 - 2010
Number of years covered by the plan:	3

Technology Planning Committee

Robert Fisher, Kim Moore, Elizabeth Corr, David Mitchell, Joe Soto, Todd Nichols, Chris Rowan, Anthony Alvarez, Lorena Martinez Gimenez, Wendy Haught, Sandra Rathjen, Benita D. Trevino-Diaz, Coral Palmer, Ana Mendoza, Cristina Tijerina,

Executive Summary

The district has developed a plan that takes into consideration both NCLB requirements established for technology as well as the E-rate program developed by Congress in the Telecommunications Act of 1996 to make modern telecommunications affordable for every K-12 school and public library in the nation. With the update of the Long Range Plan for Technology for the state changes have been implemented that encompass those as well. This plan conveys our vision statement, our beliefs in technology and our K-12 instructional goals as they relate to technology skills. Through this plan, we would hope to provide equitable access to the use of technology to enable students to become lifelong learners. Technology in this context includes computers, Telco services, electrical, data, and video systems designed and networked, when feasible, to enhance our district's communication, information processing and productivity needs.

Needs Assessment

Assessment Process:

Star Chart data has been the major component of determining what our district needs are. Electronic registration data from district databases will be used to compile professional development data as well. The assessment office will complete a survey of software usage in the district. Technology Support Teachers located at all campuses also provide first hand data of how equipment and procedures are being implemented. Objectives are reviewed by the District Technology Committee made up of various personnel within the district. As the needs of the district change, objectives and strategies will continue to be updated to keep current with technological and education innovation.

Any new objectives will be based on data from Star Charts, concerns from Technology Support teachers as well as District Improvement Committee recommendations. Additional objectives will be based on information gathered by the DEIC committee. This information will be integrated into the District Technology Plan to provide the broadest possible input from various concerned parties. The district will use the judgment of the Technology committee, as well as input from the campuses through the campus technology support teachers, to determine the most important objectives based on this data. Our focus for development will be on the E-rate, NCLB and the new state Long Range Technology Plan.

Existing Conditions:

Brownsville Independent School District is a district growing at an exponential rate numerically and technologically. Hardware software, networking equipment and appliances are at every school to create an infrastructure that will allow schools and district offices to communicate with each other and the world. This infrastructure changes constantly as schools need more technological equipment to provide education to students in the technology applications TEKS, to integrate technology and to create a transparent communication system to all those involved in the education of Brownsville's children. To further these ends the following systems are in place across the district.

A training system is in place to provide skills and support to professionals and staff who use technology. There are six lead teachers that provide support in grant implementation, networking and applications skills. Training sessions currently take place regularly on weekends at centrally located technology labs as well as weekdays at campus computer labs. Training opportunities range from IP phone use to word-processing and email skills. A stipend system has been developed to encourage attendance at district training sessions.

The district also provides Technology Support Teachers at each campus. These individuals allow teachers and staff immediate access to a technology support person both in hardware and software matters. In addition they give the district a contact person to facilitate communication of a technological nature to the individual campuses.

An infrastructure has been developed that allows E-mail, file sharing, Internet access, and IP phone telephony across the district. Web based email is now in effect for students as well as administration, faculty and staff. All teachers, staff, faculty and administration have access to Microsoft Outlook Web Access with a searchable database of district email addresses and calendar functions and group planning components. The district has purchased 45,000 E-PAL user accounts that allow all students access to email that is filtered for content and has translation capabilities.

Every campus has 1 layer 3 switch with multiple V LANS. Networks follow a Star topology with point-to-point T1's. All high schools are directly connected with fiber back to the core router via Gigaman. Every wiring closet has been standardized with CISCO in-line power switching network. No hubs are allowed. The network supports IPTV, IP Telephony, Data networks, video broadcasting, security lanes, EMS and biometrics among other applications. Over 20,000 computers are currently connected to these LANs. Also, we are currently in the first phase of implementing a district-wide wireless network. Wireless access points are being installed at campuses throughout the district. A written Acceptable Use Policy is required for Internet and Email usage and is on file for each user and our CIPS has been approved. Campuses are being upgraded to IP telephony through a normal cable/ fiber backbone support with CISCO 7960 and 7940 telephones. The cost of communication is cut dramatically through this implementation. Access for all BISD employees and students to the Internet is via T1/ Gigaman lines.

All campuses have a file server and a network backbone that provides a minimum 100MB access. Campuses have at least one computer lab and multimedia projector. There are a minimum of six network drops in each permanent classroom connected to the campus LAN and ultimately to the district WAN.

A district website provides a host of information pertinent to students, teachers, administrators, parents and other interested community members. A searchable district policy database is available as well as all district policy regarding email and the Internet. Registration for all professional development and substitute teacher requests are all managed electronically with links from the district website. Departmental and school information, as well as maps showing directions and school zones, can also be accessed via the website. Finally links to all school and department websites are listed alphabetically on a separate page for the community to access. Departmental and school webmasters are in place to develop individual sites for their respective locations. Department websites hold pertinent information such as news, lesson plans, forms and templates to support the various functions of those departments. School websites reflect various content including student work, schedules, administrative information, homework information, as well as newsletters.

Other technological equipment on campuses is generally managed by the campus librarians. The equipment includes visual presenters, overhead projectors, tape players, CD players, projector screens and portable PA systems. Technology Education and Technology Applications are offered at most high school campuses. Computer literacy labs are maintained at all middle school campuses. Teachers at the elementary campuses are beginning to incorporate technology application TEKS and are supported by a number of Computer lab instructors who teach the TA TEKS in a lab setting.

Technology Needs:

The district continues to see the need for regular training sessions for teachers and administrators to keep them abreast of technological changes related to education and the integration of technology into the curriculum.

Continued support of a point of contact at each campus for teachers and staff to address campus technology concerns.

Regular communication with the campuses about district technology policies, plans and support issues.

Assistance with integrating technology into the curriculum.

Increase in numbers of technology support personnel.

An improvement in IP telephony through the installation of Power on Ethernet and replacement of IDFs.

Implementation of APC project to provide power back-up for IP phone system at all schools.

Implementation of IP Television and addition of Vbrick Media Systems.

Implementation of wireless network within schools and offices.

Upgrade the district wide infrastructure in the form of new routers and switches to improve speed and quality of the WAN, LAN, as well as Internet access.

Add Fortigate/Cisco PIX Firewall to schools to improve LAN, WAN and Internet quality and distribute bandwidth more adequately.

New network cabling to replace old cabling and to add to the new schools and offices.

Additional network drops for classrooms and offices.

District-wide server upgrades for student E-mail, DNS and web servers.

Goals, Objectives, and Strategies

GOAL 1: Provide all students with instruction in the use of technology that empowers them to become more knowledgeable of their world and develop their academic skills.

OBJECTIVE 1.1: All students demonstrate knowledge and appropriate use of hardware components, software programs, the Internet and their relationships in order to improve the integration of technology into the regular curriculum.

Budget Amount \$33,503,819.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
 NCLB Correlates: 01, 02, 03, 04a, 07, 11

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.1.1:	All students will be taught all technology TEKS using a computer and/or Internet to complete classroom assignments throughout the year. LEA LRPT Correlates: TL01, TL04, TL05, TL06	State: Original Status: In Progress	July 2007 - August 2010	Instructional Technology Administrator Principals Teachers	Lesson plan documentation showing TA TEKS Word Processing Spreadsheet and Multi-media presentations
1.1.2:	All Campuses will assess the extent to which students meet the technology proficiencies in Technology Application TEKS. LEA LRPT Correlates: TL01, TL09, TL10, TL11	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Facilitators Principals	Campus assessment or rubric and/or campus portfolio of student work
1.1.3:	All students will participate in developing curriculum oriented computer-based multimedia projects. LEA LRPT Correlates: TL01, TL04, TL05, TL06	State: Original Status: In Progress	July 2007 - August 2010	Principals Facilitators Teachers	Lesson plan documentation showing TA TEKS Multimedia project
1.1.4:	All students will participate in classroom activities that incorporate technology into the curriculum. LEA LRPT Correlates: TL01, TL06, TL09, TL14	State: Original Status: In Progress	July 2007 - August 2010	Principals Teachers Technology Lead Teachers	Lesson plan documentation showing TA TEKS
1.1.5:	Computer Science, Desktop Publishing, Digital Graphics, Video Technology, and Web Mastering courses will be offered at the high school level. LEA LRPT Correlates: TL01, TL02, TL04, TL08, TL09	State: Original Status: In Progress	August 2007 - July 2008	Administrator for Human Resources Campus Administrators Deans of Instruction	Campus Course Schedule
1.1.6:	Students in Elementary and Middle schools will access technological curriculum support materials included with Easy Tech and Pearson SuccessNet Online LEA LRPT Correlates: TL01, TL03, TL05, TL06, TL09	State: Original Status: In Progress	July 2007 - August 2010	Curriculum Department Campus administrators	Lesson Plan Documentation

1.1.7:	Teachers will document classroom technology integration in their lesson plans using the TA TEKS. LEA LRPT Correlates: TL01, TL06, TL14	State: Original Status: In Progress	July 2007 - August 2010	Campus administrators Technology Support Teachers Teachers	Lesson Plan Documentation
1.1.8:	Faulk Middle school will participate in the Technology Immersion Pilot grant in order to improve the technology integration in the classroom and to develop students' academic skills. Comments: This is the second year of the grant. LEA LRPT Correlates: TL01, TL03, TL04, TL05, TL06, TL07, TL08, TL13, TL15	State: Original Status: In Progress	July 2007 - July 2008	Superintendent Administrator for Instructional Technology Technology Lead Teacher Campus Principal Campus Technology Support Teacher Participant Teachers	ETxTIP evaluation reports Professional development reports

OBJECTIVE 1.2: All students recognize the importance of ethical behavior pertaining to the computer, network and Internet usage in society.

Budget Amount \$30,000.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates:

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.2.1:	Students will be instructed in the tenets of using the Internet in an acceptable, ethical manner. LEA LRPT Correlates: TL01, TL06	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Principals Teachers Technology Teachers	Annually Signed AUP's filed at the campus level Lesson Plan documentation of TA TEKS
1.2.2:	Students will be taught the tenets of using e-mail in an acceptable, ethical manner. LEA LRPT Correlates: TL01, TL06	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Principals Teachers Technology Teachers	Students will have a signed permission slip for using e-mail Lesson Plan documentation of TA TEKS

OBJECTIVE 1.3: Internet access will be integrated into all curriculum areas for all students in order to enhance academic achievement.

Budget Amount \$225,000.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 04a, 06, 08

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.3.1:	Students will participate in virtual field trips through the use of the Internet. LEA LRPT Correlates: TL04, TL05, TL06	State: Original Status: In Progress	July 2007 - August 2010	Campus administrators Technology Support Teachers	Annually Signed AUP's filed at the campus level Lesson Plan documentation of TA TEKS

1.3.2:	Students will be given opportunities for distance learning if coursework is unavailable locally. LEA LRPT Correlates: TL05, TL09, TL15	State: Original Status: Planned	July 2007 - August 2010	Administrator for Instructional Technology Campus administrators Technology Support Teachers	Annually Signed AUPs filed at the campus level Lesson Plan documentation of TA TEKS
1.3.3:	Students and teachers will have access to Internet based reference material and streaming video for supporting the classroom curriculum. LEA LRPT Correlates: TL05, TL06	State: Original Status: In Progress	July 2007 - August 2010	Library Services Librarians Classroom teachers Technology Teacher	Library services summary of use

OBJECTIVE 1.4: All students will use network-based communication and collaborative tools.

Budget Amount \$150,000.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.4.1:	In order to improve students academic achievement, specifically language arts skills, all students will participate in a focused, curriculum based email or distance learning project. LEA LRPT Correlates: TL05, TL06, TL09	State: Original Status: Planned	spring 2008 - spring 2010	Technology Lead Teachers Principals Teachers Technology Support Teachers	Annually Signed AUP's filed at the campus level Lesson Plan documentation of TA TEKS

OBJECTIVE 1.5: Ensure accessibility by all students to technology-based instruction by providing adaptive/assistive devices for all students requiring the devices.

Budget Amount \$60,000.00
LRPT category: Teaching and Learning

E-Rate Correlates:
NCLB Correlates: 03

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
1.5.1:	All Special Population students will be given the same opportunities to access computers and technological equipment as the remainder of the population. LEA LRPT Correlates: I05, TL01, TL09	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Special Services Campus administrators Technology Support Teachers	Student I.E.P.s Parental feedback ARD committee Reports
1.5.2:	The Instructional Technology Department will coordinate with Special Services to make staff aware of adaptive/assistive technology and will provide technology training. LEA LRPT Correlates: EP01, TL01, TL06	State: Original Status: In Progress	Fall 2007 - 2010	Administrator for Instructional Technology Campus administrators Technology Support Teachers	Electronic Registration Online

GOAL 2: Provide the knowledge skills and resources necessary for all educators to fully integrate technology into the curriculum.

OBJECTIVE 2.1: All Teachers, Para-professionals, and administrators will be provided staff development in a variety of technology applications.

Budget Amount \$20,197,665.00
LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02
 NCLB Correlates: 01, 04b

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
2.1.1:	The Instructional Technology Department will offer CPE and stipend based Saturday training sessions for teachers, administrators, and paraprofessionals in basic computer and technology related applications based on SBEC technology application standards I-V for educators. LEA LRPT Correlates: EP01, EP03, EP04, EP05	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Lead Teachers	Professional development evaluations Electronic registration Online
2.1.2:	The Instructional Technology Department will offer CPE and stipend based Saturday training sessions for teachers, administrators, and paraprofessionals in advanced computer and technology related applications based on Educator standards VI-XI. LEA LRPT Correlates: EP01, EP02, EP03	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Lead Teachers	Electronic Registration Online Professional development evaluations
2.1.3:	The Instructional Technology Department will reserve lab time for requested technology classes weekday afternoons for teachers, administrators, and paraprofessionals on basic and advanced computer and technology related applications. LEA LRPT Correlates: EP01, EP02, EP04, EP05	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Lead Teachers	Electronic Registration Online Professional development evaluations
2.1.4:	The district will provide each new teacher with an orientation to the district's Instructional Technology program, Annually. LEA LRPT Correlates: LAS10	State: Original Status: In Progress	August 2007 - August 2010	Administrator for Instructional Technology Lead Teachers	Electronic Registration Online Professional development evaluations

2.1.5:	The Instructional Technology Department will provide incentives for those teachers who attend training sessions on Saturday. LEA LRPT Correlates:	State: Original Status: In Progress	August 2007 - July 2010	Administrator for Instructional Technology Lead Teachers	Budget category financial records
2.1.6:	A Training web site will be updated and maintained to inform administrators, faculty and staff and the community of training opportunities within the district and/or to provide tutorials reflecting district training content. LEA LRPT Correlates: EP01, EP02, EP04	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Lead Teachers	http://bisdlists.bisd.us/training/
2.1.7:	BISD will establish a district-wide policy that all certified personnel will receive 6 hours of instructional technology training each year. LEA LRPT Correlates: EP04, EP05	State: Original Status: Planned	September 2007	BISD Board of Trustees Superintendent of Schools Office of Professional Development	Local policy statement
2.1.8:	The district will maintain campus based instructional Technology Support Teachers (TSTs) and all TSTs will be given adequate time weekly to provide professional development and support for their campus in the area of instructional technology. LEA LRPT Correlates: EP09	State: Original Status: In Progress	August 2007 - August 2010	Administrator for Instructional Technology Office of Personnel	Personnel Records Campus TST Schedule
2.1.9:	IP television will be used to transmit live and prerecorded technology training to all certified and classified personnel at various campus and department locations. LEA LRPT Correlates: EP01, EP02, EP08	State: Original Status: Planned	March 2007- August 2010	Administrator for Instructional Technology Lead Teachers	Purchasing records IP video schedule of events
2.1.10:	The Instructional Technology Department will provide thumb drives for teachers who complete level one activities in order to assist them in providing technology instruction for students.	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Lead Teachers	Budget category financial records

2.1.11:	"Intel Teach" trained Master Teachers will be used to instruct, support and coach fellow teachers in the tenets of technology use and integration. LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP09, LAS03, LAS10	State: Original Status: Planned	August 2007 - July 2010	Technology Lead Teachers Campus Principals Intel Master Teachers	Intel Certificates/Presentations and projects posted to the BISD Technology Training Website http://www.bisd.us/It_Training/
2.1.12:	A system for 24/7 delivery of basic and advanced technology and technology integration training will be made available for teachers, staff and administration. LEA LRPT Correlates: EP01, EP02, EP08	State: Original Status: Planned	October 2007 - July 2010	Administrator for Instructional Technology Technology Lead Teachers Campus Principals	Records of online class registration and completion
2.1.13:	Faulk Middle school Teachers and administrators will participate in an intense technology and integration program that incorporates 24/7 as well as face-to-face training in order to meet the needs of students participating in the TIP grant. Comments: This is the second year of the grant LEA LRPT Correlates: EP01, EP04, EP08, EP09	State: Original Status: In Progress	July 2007 - July 2008	Superintendent Administrator for Instructional Technology Technology Lead Teacher Campus Principal Campus Technology Support Teacher Participant Teachers	ETxTIP evaluation reports Professional development reports

OBJECTIVE 2.2: All teachers will be provided diagnostic tools to provide timely formative and summative evaluations of student instructional objectives.

Budget Amount \$30,000.00

LRPT category: Educator Preparation and Development

E-Rate Correlates: ER01

NCLB Correlates: 11, 12

<i>Strategies</i>	<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
2.2.1: Offer AESIT software and training for all campuses to provide formative and summative evaluation information to be used by teachers and administrators to create student instructional objectives. LEA LRPT Correlates: EP03, LAS08, TL04, TL07	State: Original Status: In Progress	August 2007 - July 2010	Administrator for Assessment, Research and Evaluation Principals Deans and Facilitators	ERO records Campus evaluation of

OBJECTIVE 2.3: All teachers will be encouraged to attend conferences and workshops that promote technology integration.

Budget Amount \$306,000.00

LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02

NCLB Correlates: 04a

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
2.3.1:	Teachers will be encouraged to attend state and regional technology conferences to promote ideas for classroom technology use and integration. LEA LRPT Correlates: EP06	State: Original Status: Planned	September 2007 - May 2010	Instructional Technology Lead Teachers	Campus Survey Purchasing Department Records

GOAL 3: Develop a partnership with parents and the Community to assist in developing all students to their potential.

OBJECTIVE 3.1: The school district will develop and maintain a means for all all parents and the community to communicate easily with the school district.

Budget Amount \$600,000.00

LRPT category: Leadership, Administration and Support

E-Rate Correlates:

NCLB Correlates: 09

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.1.1:	The Department of Instructional Technology will publish and maintain a web-site that can be accessed by parents and the community to facilitate communication. LEA LRPT Correlates:	State: Original Status: In Progress	August 2007 - July 2010	Administrator for Instructional Technology BISD Web master	www.bisd.us
3.1.2:	An e-mail directory with key BISD employees will be published to the district website for community access. LEA LRPT Correlates: LAS07	State: Original Status: In Progress	August 2007 - 2010	Administrator for Instructional Technology Exchange Administrator	www.bisd.us
3.1.3:	Parents will be given access to student grades and attendance through a secure server. LEA LRPT Correlates: I08, LAS11	State: Original Status: In Progress	August 2007 - July 2010	Administrator for Computer Services	Parent response survey
3.1.4:	Faulk Middle School Teachers involved with the TIP grant will use E-Chalk to communicate with Parents, students, fellow teachers and administrators. LEA LRPT Correlates: EP08	State: Original Status: In Progress	July 2007 - July 2008	Campus Principal Campus Technology Support Teacher Participant Teachers	Faulk Website

OBJECTIVE 3.2: The district will encourage all parents and the community to actively participate in students' electronic learning.

Budget Amount \$30,000.00

LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01

NCLB Correlates: 06, 09, 10

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.2.1:	The Department of Instructional Technology will provide training materials and training support for the Parental Involvement Center. LEA LRPT Correlates: LAS13, TL15	State: Original Status: In Progress	September 2007 - July 2010	Administrator for Parental Involvement Administrator for Instructional Technology Technology Lead Teachers	Professional Development evaluations
3.2.2:	Instructional Technology will use the district web site to attract community businesses to provide resource personnel to provide specialized instruction. LEA LRPT Correlates: LAS13	State: Original Status: Planned	August 2007 - July 2010	School Administrators Administrator for Instructional Technology BISD Web Master	www.bisd.us

OBJECTIVE 3.3: All parents will become more informed on technology in order to assist their child with their academic achievement.

Budget Amount \$30,000.00

LRPT category: Leadership, Administration and Support

E-Rate Correlates:

NCLB Correlates: 09, 10

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.3.1:	Parents will be given technology training opportunities at the Title II part D technology labs and at campus sites to assist their children with developing their academic potential. LEA LRPT Correlates: LAS09, LAS10	State: Original Status: In Progress	September 2007 - July 2010	Administrator for Parental Involvement Administrator for Instructional Technology Technology Lead Teachers	Parental Involvement Records Electronic Registration Data

GOAL 4: To provide the knowledge and skills necessary to fully integrate technology into administrative functions and to allow all administrators to make informed decisions on technology acquisitions and usage.

OBJECTIVE 4.1: All administrators will be provided staff development on appropriate applications.

Budget Amount \$30,000.00

LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER02

NCLB Correlates: 04b

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:

4.1.1:	All Administrators will receive annual professional development in Instructional Technology LEA LRPT Correlates: EP01	State: Original Status: Planned	Summer 2008, 2009, 2010	Administrator for Instructional Technology Department of Professional Development Technology Lead Teachers	Electronic Registration Online (ERO)
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OBJECTIVE 4.2: A comprehensive district technology plan will be in place for all of BISD.

Budget Amount \$150,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 04a

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
4.2.1:	The department of instructional technology will develop a technology plan that follows E-plan guidelines, that is posted every spring in preparation for the following school year to ensure requirements for E-rate, NCLB and any additional state and federal regulations as well as grant funding are met. LEA LRPT Correlates: LAS02, LAS04, LAS07	State: Original Status: In Progress	August 2007 - July 2010	Administrator for Instructional Technology Technology Lead Teachers Representative(s) from district offices Representative(s) from district campuses Community representative(s)	E-plan web site
4.2.2:	The district technology plan will incorporate components that will assist campuses, libraries, classrooms and administrative offices with technology planning. LEA LRPT Correlates: LAS01	State: Original Status: Planned	August 2007 - July 2010	Administrator for Instructional Technology Technology Lead Teachers	E-plan website
4.2.3:	The primary goal of the district technology plan is to promote students achievement through technology in accordance with No Child Left Behind and state standards. LEA LRPT Correlates: LAS05	State: Original Status: Planned	August 2007 - July 2010	Department of Instructional Technology Technology Lead Teachers Campus and district representatives	E-plan website

GOAL 5: To provide a high-speed, quality infrastructure and high value hardware for all schools and district offices.

OBJECTIVE 5.1: Network tools and computer hardware will be provided that will allow students, administrators, educators and all school personnel to engage in electronic communication.

Budget Amount \$88,032,582.00
LRPT category: Infrastructure for Technology

E-Rate Correlates: ER01
NCLB Correlates: 03, 08

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
5.1.1:	Students, administrators, educators, and all	State:	July 2007	Administrator for	Annual campus and

	<p>school personnel will have an opportunity to access secure filtered e-mail for academic purposes.</p> <p>LEA LRPT Correlates:</p>	<p>Original</p> <p>Status: In Progress</p>	<p>- August 2010</p>	<p>Instructional Technology Network support personnel Exchange Administrator</p>	<p>office evaluation of technology. Purchase of E-Pals contract for additional school years.</p>
5.1.2:	<p>High school students will be provided opportunities for advanced courses through distance learning options if a course is not taught locally.</p> <p>LEA LRPT Correlates: LAS15</p>	<p>State: Original</p> <p>Status: Planned</p>	<p>July 2007 - August 2010</p>	<p>Deans of Instruction Administrator for Instructional Technology Technology Lead Teachers</p>	<p>Campus course selection forms</p>
5.1.3:	<p>Internet access will be provided and maintained at all schools and BISD offices through the purchase of additional Email, WEB and DNS servers as well as additional classroom drops and wiring.</p> <p>LEA LRPT Correlates: I01, I05</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>July 2007 - August 2010</p>	<p>Administrator for Instructional Technology Network support personnel Computer technicians</p>	<p>Annual Inventory</p>
5.1.4:	<p>A local area network will be provided and maintained at all campuses and BISD offices through the purchase of additional bridges, switches and installation of wireless access points.</p> <p>LEA LRPT Correlates: I01, I06</p>	<p>State: Revised</p> <p>Status: In Progress</p>	<p>July 2007 - August 2010</p>	<p>Administrator for Instructional Technology Network support personnel Computer technicians</p>	<p>Annual campus and office evaluation of technology</p>
5.1.5:	<p>A Wide area network will be provided and maintained for the school district through the purchase of additional cabling, routers, IDF's Firewall and maintenance contracts.</p> <p>LEA LRPT Correlates:</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>July 2007 - August 2010</p>	<p>Administrator for Instructional Technology Network support personnel Computer technicians</p>	<p>Annual inventory</p>
5.1.6:	<p>An IP video and IP phone system will be developed and maintained to increase the efficiency of communication between campuses, administration and the community through the implementation of the Power over Ethernet in IDF's for power back-up, CNLearn Lightspeed boxes for content and IDF's at all campuses.</p> <p>Comments: IP Phone installations are currently being implemented. IP video is in the process of being evaluated and tested.</p> <p>LEA LRPT Correlates:</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>July 2007 - August 2010</p>	<p>Administrator for Instructional Technology Budget Administrator</p>	<p>Purchasing records IP video schedule of events</p>
5.1.7:	<p>A student to computer ratio of 4:1 or better will be sustained throughout the school district.</p> <p>LEA LRPT Correlates:</p>	<p>State: Original</p> <p>Status: Planned</p>	<p>July 2007 - August 2010</p>	<p>Administrator for Instructional Technology Budget Administrator Principals</p>	<p>District inventory</p>
5.1.8:	<p>To ensure computer ratios and technology are maintained at each campus, campuses with lower average daily attendance and subsequent lower technology budgets will be supported with additional computers and technological equipment as funding permits.</p>	<p>State: Original</p> <p>Status: In Progress</p>	<p>July 2007 - August 2010</p>	<p>Administrator for Instructional Technology Budget Administrator Principals</p>	<p>District inventory</p>

OBJECTIVE 5.2: To ensure the BISD network and all connected devices are at peak performance.

Budget Amount \$9,069,000.00

LRPT category: Infrastructure for Technology

E-Rate Correlates: ER01

NCLB Correlates: 03, 05, 12

<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
5.2.1:	The district will maintain network support staff and network specialists proportionally with the growth of the network. LEA LRPT Correlates:	State: Original Status: In Progress	July 2007 - August 2010	Office of personnel Administrator for Instructional Technology	Annual campus and office evaluation of technology
5.2.2:	The District will provide a full-time technology support teacher for each campus to provide campuses based technology support. LEA LRPT Correlates:	State: Original Status: In Progress	July 2007 - August 2010	Office of Personnel Administrator for Instructional Technology	Human Resource records
5.2.3:	The district will maintain an Internet filtering service that will not hinder the speed of the Internet. LEA LRPT Correlates:	State: Original Status: In Progress	July 2007 - August 2010	Administrator for Instructional Technology Network support personnel Computer technicians	Annual campus and office evaluation of technology
5.2.4:	All campuses will create a technology committee made up of the technology support teacher and other professionals and paraprofessionals to oversee the technology program on the campus, for the purpose of technology planning as well as to recommend appropriate implementation of technology and its integration. LEA LRPT Correlates:	State: Original Status: Planned	July 2007 - August 2010	Administrator for Instructional Technology Campus administrators Technology support teacher	CASAIP document
5.2.5:	Campuses will be urged to adhere to an obsolescence policy that allows only those computers whose district interoperability and functioning may be maintained with reasonable effort through the district technical support and manufacturer's warranty and will support current software needs of the students and teachers. LEA LRPT Correlates: I07, I09	State: Original Status: Planned	August 2007 - July 2010	Superintendent Chief Financial Officer Administrator for Instructional Technology Campus Principal Technology Support Teacher	Purchase Orders Obsolescence records from Warehouse

Area: Emergency Operating Plan / Safe Schools

State Goals: School Campuses will maintain and provide a safe environment for all its students, staff, and visitors while on their campuses.

BISD Board of Trustees Goal: A campus Emergency Operation Plan that provides and insures the safety of all students, personnel, and the community while on campus.

9.1 Crisis Response Team	Faculty and staff	None	Safety Coordinator	Aug-May	Sign in	Eval
9.2 Provide safety meetings	All faculty and staff	None	Safety Coordinator	Aug-May	Sign in	Eval
9.3 Conduct Fire Drills	All faculty, staff, and students	None	Safety Coordinator	Aug-May	Record	Eval
9.4 Lock Downs	All faculty, staff, and students	None	Administration	Aug-May	Record	Eval
9.5 Tornado Drills	All faculty, staff, and students	None	Administration	Aug-May	Record	Eval

STILLMAN MIDDLE SCHOOL
CRISIS RESPONSE TEAM MANUAL
2007 - 2008

INTRODUCTION

The Crisis Response Manual was developed to be used as a resource when responding to a crisis at Stillman Middle School. The purpose of this manual is to assist the Crisis Response Team (CRT) members, school staff, and others to establish network and guidelines for dealing with shock, grief, and healing process that follows a crisis.

The purpose of the Crisis Response Team is to:

- ◆ Assist the students and school staff to cope with painful emotions and feelings resulting from a trauma related event.
- ◆ Assist the school in returning to its normal educational process after being impacted by a traumatic event.

CRISIS RESPONSE TEAM MEMBERS

In the eyes of the community, the principal is in charge of the school. Many decisions that are made in response to a crisis can not be delegated. Very often the principal is the one person the community holds responsible for action taken and not taken. However, this does not mean the principal works in isolation, because every school has many on its staff possessing expertise in various fields. It is important to utilize key people from the campus to serve on the Crisis Respond Team in order to ensure that all aspects of the school environment will be addressed.

Each campus is responsible for creating an in-house team. This team is expressly created to assess the situations to determine if the individual school can handle the crisis or if they need assistance from cluster schools. If assistance is needed, a crisis team will report to a campus at the request and approval of the campus principal.

PRINCIPAL: Ms. M. Zárate

The principal is responsible for all decisions and actions taken and is familiar with the district policies.

PRINCIPAL'S ASSISTANT OR DESIGNEE: Mr. J. Gonzalez, Ms. G. L.

Zarate, Ms. Delma Perez

- ◆ Take over in the absence of the principal and assist the principal by contacting campus CRT members if the crisis occurs after school hours or on the weekend.
- ◆ Check with the custodians to make sure that rooms are opened or closed depending on the need.

DEAN OF INSTRUCTION – Mr. Edward Miller

- ◆ Checks with principal that a statement concerning the incident has been written.
- ◆ Refers all media questions to the campus administrator.
- ◆ Compiles a report within ten days of the crisis. The report is to be given to the campus administrator, guidance director, and area administrator.

CRISIS TEAM CHAIRPERSON – Ms. Raquel Lopez

- ◆ Reminds CRT members of the need for confidentiality.
- ◆ Provides sign-in sheets for outsiders coming on campus.
- ◆ Have clip-on badges available for all team members so they can be easily identified.
- ◆ Provides floor plans / guides to classrooms.
- ◆ Requests to have rooms designated and opened for counseling.
- ◆ Formulates procedures for students needing counseling.
- ◆ Assesses special cases as needed (Hysteria, physical malaise, etc.).
- ◆ Directs CRT to keep records of student contacts.
- ◆ Gives records of student contacts to the campus counselor(s).

SPECIAL ASSIGNMENT PERSON – Ms. Patricia Abete

- ◆ Makes sure that the campus is supplied with tissue.
- ◆ Provides refreshments for the students and members of the CRT.
- ◆ Is in contact with school and community. Provide support and assistance to the teaching staff.

COUNSELORS – Ms. Raquel Lopez

Ms. Patricia Abete

Mr. James Whittenberg

- ◆ Identify and counsel with the students and personnel most closely affected by the crisis.
- ◆ Keep accurate log of students and staff who had been counseled.
- ◆ Work closely with administration in making necessary arrangements to address crisis management.

FACULTY MEMBERS – Ms. I. Avila

Ms. J. Montes

- ◆ Provide support for teachers, staff, and/or students.

CUSTODIAN – Mr. Oscar Martinez

- ◆ Opens or closes classrooms / gates and assists with other custodial / maintenance duties that may arise during a crisis.

BISD SECURITY OFFICER – Officer E. Reyna

- ◆ Assists crowd control, monitors hall entrances / exits.
- ◆ Screens school visitors during the crisis management timeline.

RECEPTIONIST / SCHOOL SECRETARY – Ms. Patricia Martinez

- ◆ Screens off campus telephone calls as instructed by the school principal or designee.

SCHOOL NURSE – Mrs. Erendira Garcia

- ◆ Provides information and expertise about the physical symptoms of shock and or physical reactions to grief. Recommends the logistics for the care and removal of injured student(s) to area hospital, should a crisis require medical attention.

DEBRIEFING

DEBRIEFING WITH THE FACULTY

Within three days, debriefing of the crisis will be facilitated by the campus principal and CRT chairperson.

- ◆ Attendance at this process is voluntary
- ◆ 30 minutes debriefing to help bring closure to the campus incident.
- ◆ The CRT is encouraged to attend.
- ◆ Discuss individual's reactions to the crisis.
- ◆ Size group of 10.
- ◆ Allow each participant for improvement in handling future crisis.

DEBRIEFING THE CRISIS RESPONSE TEAM (CRT)

- ◆ The principal, the CRT members, and anyone else who was integrally involved with crisis activities need to debrief.

First phase:

- ◆ Reconstruct the actions taken by the team. This gives everyone the opportunity to re-evaluate the plan. Identify what worked well and what needs improvement or change.

Second phase:

- ◆ Debriefing to share the emotional reactions with each other. While there might be some hesitation, this process ensures readiness to return to normal working conditions and to be prepared should there be another crisis.

SUGGESTED DEBRIEFING PROCEDURES

- A. Information:
 - ◆ What happened?
 - ◆ What role did you play?
- B. Idea:
 - ◆ What thoughts did you have when you heard about the crisis?
 - ◆ What thoughts have you had since the crisis?
- C. Emotional:
 - ◆ How did you react at first?
 - ◆ How are you reacting now?
 - ◆ What impact has the crisis had on you? (Expressions of feelings may occur at this stage).
- D. Meaning
 - ◆ What repercussions has the crisis had on you?
 - ◆ What symptoms are you experiencing?
 - ◆ How has this affected your family, school, health, friends?
- E. Educational:
 - ◆ How have you coped with difficulties before?
 - ◆ What are you doing to cope now?
 - ◆ What are your strengths?
 - ◆ What are your difficulties?
 - ◆ It takes time to heal.
 - ◆ This is a team effort.

COMMON REACTIONS TO A CRISIS

SECONDARY SCHOOL

Physical Reactions

- ◆ Headaches
- ◆ Vague complaints of pains
- ◆ Bowel / Bladder irregularities
- ◆ Sleep disturbance
- ◆ Persistent itching and scratching
- ◆ Complaints of vision or hearing problems

Emotional / Behavior Reactions

- ◆ Antisocial behavior:
 - *Aggression
 - *Rebellion
 - *Withdrawal
 - *Attention seeking
 - *Defiance
- ◆ Use of drugs, sexual acting-out
- ◆ Increased risk taking
- ◆ Drop in level of school performance
- ◆ Sadness, depression, anxiety
- ◆ Guilt about survival

- ◆ Self-conscious about fears and sadness
- ◆ Hyper aggressive (males-cars, cycles)
- ◆ Premature adulthood (leaves school, gets married)
- ◆ Truancy
- ◆ Excessive need for adult's attention
- ◆ Resistance to going to school

Suggested Activities

- ◆ Provide assurance that feelings and fears are normal
- ◆ Encourage group discussion about the event
- ◆ Initiate resumption of routine activities
- ◆ Discuss relationships between acting out and the real event
- ◆ Rehearse safety measures to be taken in case of future crisis
- ◆ Encourage physical activity
- ◆ Encourage taking part in home or community recovery efforts
- ◆ Temporarily lessen requirements for school performance

CRISIS RESPONSE TEAM MEMBERS TELEPHONE TREE

Maricela Zarate	544-6195	Raquel Lopez	542-0077
Joe Gonzalez	544-1332	Pat Abete	266-4239
Edward Miller	698-1022	James Whittenberg	371-7170
Gracie Luna	346-3116	Erendira Garcia	541-6749
Irene Avila	350-6690	Patricia Martinez	982-2513
Josie Montes	554-3924	Officer E. Reyna	698-1000
Oscar Martinez	698-1000		

REFERENCES

CRISIS MANAGEMENT MANUAL
 BISD Cluster Crisis Response Team
 Chairpersons and Members
 Brownsville Independent School District
 Brownsville, Texas 78521

CRISIS REPOSENCE PROCEDURE MANUAL

1995 BISD Crisis Task Force Brownsville Independent School District
 Brownsville, Texas 78521

EMERGENCY PROCEDURES

BISD –STILLMAN MIDDLE SCHOOL

2977 W. Tandy Rd.

**PHONE: (956) 698-1000
Main Office**

**POLICE, AMBULANCE, FIRE DEPT. – DIAL 911 and 698-1000 or 459-6889
CRISIS TEAM MEMBERS**

<i>Name</i>	<i>Telephone</i>	<i>Cell Phone</i>	<i>E-Mail</i>
<i>Maricela Zárate</i>	<i>956-698-1003</i>	<i>956-579-6889</i>	<i><u>z@bisd.us</u></i>
<i>Jose Gonzalez</i>	<i>956-698-1005</i>	<i>956-266-4738</i>	<i><u>josgonzalez@bisd.us</u></i>
<i>Edward Miller</i>	<i>956-698-1022</i>	<i>210-241-5190</i>	<i><u>emiller@bisd.us</u></i>
<i>Gracie L. Zárate</i>	<i>956-698-1031</i>		<i><u>gluna@bisd.us</u></i>
<i>Rachel Lopez</i>	<i>956-698-1028</i>	<i>956-542-0077(HM)</i>	<i><u>rglopez@bisd.us</u></i>
<i>Pat Abete</i>	<i>956-698-1028</i>	<i>956-266-4239</i>	<i><u>pabate@bisd.us</u></i>
<i>James Whittenberg</i>	<i>956-698-1030</i>	<i>956-371-7170</i>	<i><u>jameswhittenberg@bisd.us</u></i>
<i>Irene Avila</i>	<i>956-698-1000</i>		<i><u>iavila@bisd.us</u></i>
<i>Josie Montes</i>	<i>956-698-1000</i>		<i><u>jmontes@bisd.us</u></i>
<i>Ederina Garcia</i>	<i>956-698-1033</i>	<i>956-551-3894</i>	<i><u>eagarcia@bisd.us</u></i>
<i>Pat Martinez</i>	<i>956-698-1024</i>		<i><u>pamartinez@bisd.us</u></i>
<i>Officer E. Reyna</i>	<i>956-698-1000</i>	<i>956-346-7103</i>	
<i>Oscar Martinez</i>	<i>956-698-1000</i>		<i><u>omartinez@bisd.us</u></i>

ACCIDENTS

MINOR

- Administer first aid by utilizing school nurse or trained staff.
- Follow emergency procedures as indicated by nature of accident.
- Inform parent.
- Fill out student/personnel accident report.

MAJOR

- Apply first aid utilizing school nurse and trained staff – 698-1000.
- If life threatening, call 911 and 350- or 459-6889. Notify superintendent, counselors, and nurses, as needed.
- Call parent/guardian immediately or, if necessary, sibling, neighbor, relative.
- Fill out student/personnel accident report.

ALTERNATE CAMPUS LOCATIONS

Major Crisis

Make sure parents know where the children will be located in the case of an emergency. In the rare event an alternative site is needed, a phone call **MUST** be made to alert people in the alternative facility. Special Education students will need special transportation and arrangements will be made through the transportation department at **548-8085**.

Campus	Alternate Campus and Phone Number
HIGH SCHOOL	Pace High School 548-7700
MIDDLE SCHOOL	Vela Middle School 548-7770
ELEMENTARY	Yturria Elementary 698-0870

ASSAULT

Assault

- If life threatening, call 911 and 350- or 459-6889. Notify superintendent, counselor, and nurses as needed.
- Administer first aid utilizing nurse and trained staff.
- Unless injuries require immediate attention of a doctor or indicate transfer to hospital, keep victim at the school. If rape, ensure victim stays with school nurse, counselor, psychologist or trusted friend until police arrive.
- Log all activities and decisions.
- Notify victim's parents.
- Allow school professional providing support to accompany victim and police/parents to hospital in cases of rape.
- Prepare fact sheet and media statement. Provide counseling for victim and family.
- Reassure concerned parents regarding safety precautions at school.
- Meet with parents and teachers of victim to plan for return to school.
- Debrief staff.

MANAGING ALLEGED ASSAILANT

- If life threatening, call 911 and 698-1000 or 459-6889. Notify superintendent, counselor, and nurse as needed.
- Detain suspect until police arrive if possible.
- If alleged assailant is a student, notify parents and request conference.
- Follow board policy regarding student discipline, questioning of students, and students taken into custody.
- Provide guidance and support for suspect's family.

BOMB THREAT

- **When threatening call is received, attempt to learn the following:**
 - ✓ When is the bomb set to go off?
 - ✓ What is the explosive, what does it look like?
 - ✓ Where in the building is it?
 - ✓ Why was it set? Where are you calling from? What is your name?
 - ✓ What does the voice sound like (man, woman, child, accents, etc.)
 - ✓ Were there any identifiable sounds in the background?
 - ✓ Exact wording of the threat.
- **Do not hang up on phone threats; try to keep the caller talking to attempt a phone trace.**
- **Record caller I.D. if available.**
- **Immediately after the call:**

- ✓ If life threatening, call 911 and 698-1000 or 459-6889. Notify superintendent, counselors, and nurses as needed.
- ✓ Notify transportation if site evacuation may be needed or in case of inclement weather.
- ✓ Assemble campus crisis team and inform of situation.
- ✓ Begin a search of building and grounds by local crisis team and staff for suspicious items and report to the office.
- **If bomb found, isolate the area.**
 - ✓ Determine if the building should be evacuated; evacuate in stages starting with rooms nearest device.
 - ✓ Do not: handle device, use two-way radio, attempt to dismantle device, use pagers, and turn lights on/off.
 - ✓ Notify superintendent.
 - ✓ Re-enter building only after advised to do so by police.
- **Prepare fact sheet and media statement.**
- **Debrief with campus crisis team.**

CHECKLIST FOR PRINCIPAL

- Determine command post in your building (location where the Person in Charge or designee can be found at all times; usually the office, so there is access to a telephone). Appoint a person to stay by the phone.
- Assign and post a **WRITTEN** chain of command (Person in Charge) in your building. Alert all personnel to their assignments.
- Have first aid equipment and instructions in the Clinic of your building.
- Review teacher checklist with staff on a regular basis and be certain each custodian has this list immediately available in his area.
- Review custodian checklist with staff on a regular basis and be certain each custodian has this list immediately available in his area.
- In an emergency, Person in Charge will arrange for checking all restrooms, vacant rooms, and locker rooms by assigned personnel.
- Secretary will secure all records and office valuables in a safe place.
- Teachers will take grade books and call roll in their assigned areas.
- When the situation permits, the building principal or designee will attempt to keep records on students who are picked up by parents or persons acting for the parents.

Chain of Command	(Home Phone)
MARICELA ZÁRATE	459-6889
JOSE GONZALEZ	544-1332
EDWARD MILLER	210-241-5190
GRACIE L. ZARATE	346-3116
DELMA PEREZ	572-5111
RAQUEL LOPEZ	542-0077
The command post will be set up in the main office. The following personnel have been designated to account for students who are signed out.	
PETER ALVAREZ (6th Grade)	982-3830
MARI PENA (7th Grade)	548-8627
ANNA SANDOVAL (8th Grade)	548-8610

TEACHER CHECKLIST FOR ANY EMERGENCY

- If advised by Person in Charge, stay in your room.
- Immediately take roll count of students.
- Take protective action if building is threatened.
 - Keep students away from windows and outside walls.
 - Take shelter in room or hall (as assigned by Principal), duck and cover as directed.
 - Move all students out of temporary buildings into main building hallways.
 - Move all students out of gym or any other open areas into hallway.
 - Shut off any electrical or gas-operated appliances as directed.
 - Be alert to any developing threats such as broken water pipes or electrical wires.
 - Be prepared to evacuate if advised to do so.

- If advised to evacuate, follow the fire drill plan. Take grade book and check attendance. Communicate roll count of all students and situation to Person in Charge as soon as it is safe.

CUSTODIAN CHECKLIST FOR ANY EMERGENCY

- Be responsible for cutting off gas and water immediately if directed by the principal.
- Be responsible for cutting off electricity ONLY if directed by the principal.
- In the event of building damage, provide the Person in Charge with condition report. Always send two people for initial damage assessment.

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- Be responsible for cutting off gas and water immediately if directed by the principal.
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- In the event of building damage, provide the Person in Charge with condition report. Always send two people for initial damage assessment.

Location of gas controls – SEE ATTACHED SCHOOL SCHEMATIC (BEHIND)

Location of water controls – SEE ATTACHED SCHOOL SCHEMATIC (BEHIND)

Location of electrical controls - SEE ATTACHED SCHOOL SCHEMATIC (BEHIND)

DEATH AT SCHOOL

- Call school nurse to site: call 911 and 698-1000 or 459-6889.
- Clear students from area.
- Convene campus crisis team.
- Log activities and decisions.
- Determine method to inform parents, classmates and community of death.
 - ✓ Ensure the family of deceased is notified through pre-established method.
 - ✓ Alert counselors and nurse at schools in which siblings are enrolled.
 - ✓ Inform staff and student body.
- Prepare fact sheet and media statement.
- Provide counseling individually or in groups.
 - ✓ Make home visits with counselors or crisis team members.
 - ✓ Hold faculty meeting as soon as possible to process feelings.
 - ✓ Prepare to hold community meetings.
 - ✓ Plan long term response and follow-up.
- Permit students to leave only with parental permission.

- Debrief crisis teams and facility.
- Relay information as it becomes available.

EXPLOSIONS, GAS LEAKS AND HAZARDOUS MATERIAL SPILLS
**** ALL SITUATIONS BELOW ARE SUBJECT TO FIRE OR**
EVACUATION PROCEDURES

EXPLOSIONS

- When an explosion occurs in the building, there is an immediate threat.
- When advised by the Person in Charge, evacuate the building using the fire drill plan, with possible modifications as directed.

Call the Fire/Police Department Phone: 911 or: (956)982-3085

Call the Superintendent Phone: (956) 548-8011

Call the Transportation Department Phone: (956) 548-8085

Proceed to alternate site for your school, if needed.

GAS LEAKS

If the smell of gas is detected, evacuate the immediate area, such as the kitchen or the outside area surrounding the primary location. Notify the building principal or designee and await further instructions.

HAZARDOUS MATERIALS SPILLS

The main threat from a spill of hazardous materials is toxic fumes. Keep students away from spill area. The principal will rely on instructions from local authorities.

If outside:

- Stay upwind.
- Don't step in spilled material.

Call Fire/Police Department	Phone:	911
Call Maintenance Department	Phone:	548 – 8081 – JP Villareal
Call the Superintendent	Phone	548-8011
Call the Transportation Department	Phone	548-8085

FIRE

- Attempt to extinguish the fire if small or confined (i.e. trash can).
- Confine fire by closing the door to the area involved. Shut off HVAC and close exterior windows; delete electrical power and natural gas supply to affected area.
- Initiate evacuation plan. Teachers keep class list and go to designated areas.
- Sound fire alarm.
- Contact emergency service (911) and 548-8603 or 459-6889 Call transportation and the public information officer.
- Notify transportation if site evacuation may be needed in case of inclement weather.
- Convene campus crisis team and set up incident command center with communication capability.
- Log all activities and decisions.
- Assist emergency personnel in locating and assisting injured persons.
- Follow instructions of police and fire departments.
- Keep students and staff away from building until area is declared safe.
- Maintain a list of hospitalized persons and location.
- If building cannot be reentered, relocate students to predetermined location.
- When safe, follow instructions of fire department for building reentry.
- Determine location for temporary classrooms and supplies.

- Prepare fact sheet and media statement.
- Ask public information officer for media assistance in notifying community and parents.
- Contact maintenance for repairs or barricade.
- Debrief with crisis teams and staff.
- Continue interaction with local and area counselors until trauma is resolved and school is returned to normal functioning.

SEVERE STORMS/OTHER WEATHER RELATED EMERGENCIES

- If a severe storm or other weather-related emergency is forecast and/or has hit the area, the Superintendent will determine if school will be open for the day or if classes will be delayed.
- Tune to the radio/television stations for early morning reports.
- Staff will be notified whether or not they are to report for work. Staff should refrain from making calls into the District to keep the lines open for emergency communication needs.
- If a storm develops during the day, our primary means of warning of a severe storm or other weather-related emergency will be by local radio broadcasts.
- The Superintendent/Principal will determine the action to be taken and advise personnel. The news media will be informed of the procedures being followed. The National Weather Service provides weather alerts and updates at 504-3084, ext. #5.
- Lightning is a threat during any severe thunderstorm. Personnel should move students inside to safety if lightning is occurring.
- Officials in charge of any outside activity should be aware of approaching severe storms or other weather-related emergencies. It is suggested that school officials use the PA system to warn spectators of approaching severe weather. School officials may stop play when it is determined that is unsafe to continue the activity.

The decision to close Brownsville ISD schools or to change the start time of classes is made by the Superintendent. The Superintendent receives road condition reports from all parts of the District.

A closing may occur when

- Bad weather conditions exist.
- Hazardous driving conditions exist.
- Extremely low temperatures occur gas consumption is curtailed.
- Chemical or hazardous materials spill or contamination.

Students, parents and employees are encouraged to listen to the following radio/television stations for the latest school closing or class delay information:

KRGV	Channel (5)	KBSD	Channel (17) – Cable
KGBT	Channel (4)		

***** ALL WEATHER SITUATIONS ARE SUBJECT TO CODE YELLOW PROCEDURES *****

TORNADO/NATURAL DISASTER

AFTER BEING ALERTED BY THE WEATHER ALERT RADIO AND/OR THE TELEPHONE RELAY SYSTEM, DO THE FOLLOWING:

- Call emergency services (911). Ask for advice to retain or evacuate.
- Administer first aid using school nurse and trained staff.
- Convene campus crisis team and set up incident command center with communication capability on-site.
- Log all activities and decisions.
- Prepare for emergency action in conjunction with police department, fire department and local Office of Emergency Management instructions.
- Initiate retention or evacuation plan, depending on emergency.
 - Notify transportation in case of site evacuation or inclement weather.
 - Teachers should take classroom roll and accompany class to designated shelter area. (If tornado, do not take to gym or auditorium).

- Once at the shelter area, everyone should sit facing the interior wall with knees and head down, hands covering face and head.
- Group should remain calm, stay together, and listen for instructions.
- Stay at shelter until instructed to move.
- Prepare special needs students and personnel.
- Designated personnel should check restrooms and vacant classrooms.
- Use battery powered radio for weather information.
- Keep a record of hospitalized or evacuated and their location.
- Keep faculty informed.
- Prepare fact sheet and media statement.
- Assign staff to answer phones.
- Debrief with crisis team and plan student and staff follow-up.

WEAPONS/TRESSPASSING/STRANGER ON CAMPUS

WEAPONS

Any employee or student who is threatened by another individual who has the intent to do bodily harm with a weapon should notify the building principal/supervisor immediately. The principal/supervisor will take immediate action as provided by Board policy. To be prepared, formulate procedures for reporting deadly weapon possession. When faced with a report of a weapon on campus:

- Assure protection of informant's identity from suspect.
- Determine location of offending person.
- Call police, 911 or school resource officer, Phone
- Request assistance of other adults, if needed.
- Do not attempt forcible disarming.
- Confiscate weapon from person or possession (locker) of student.
- Escort suspect to principal's office.
- Notify parent of student involved.
- Take appropriate disciplinary action.
- Record/report observation in detail.
- Notify Superintendent of situation.
- Record and file report of disturbance.

TRESPASSING/STRANGER ON CAMPUS

Preventative measures will include:

- Posting decals at all building entrances asking visitors to go to office.
- Properly marked maps throughout school directing visitors to office.
- Identification of maintenance/custodial staff by photo ID badge.

Loitering on or near a school campus is a misdemeanor. ALL TRESPASSERS/STRANGERS IN BUILDINGS SHOULD BE TOLD TO REPORT TO THE OFFICE.

Procedures to follow if an individual is loitering or trespassing:

- Report suspicious vehicles to the principal's office.
- Check scene of disturbance with back-up assistance.
- Advise individuals of your authority; ask for identification and reasons on campus; note descriptions.
- Ask person/persons to leave campus immediately; advise that failure to leave upon request is a crime; warn that the proper authorities will be called.
- Call police or the school resource if individuals remain; request that arrests be made.
- File complaint with appropriate offices.
- If the situation warrants, remove students from vicinity.
- Inform the building by a prearranged code.
- Hold change of class bell.

CODE FOR THIS CAMPUS TO SECURE FACILITY: ENGAGE LOCK DOWN, ENGAGE LOCK DOWN, NOW.....

TELEPHONE BOMB THREAT REPORT FORM

1. When is the bomb going to explode?
2. Where is it right now? Try to get specifics.
3. What kind of bomb is it?
4. What does it look like?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why was the bomb placed?

Exact wording of the threat:

Time _____ AM _____ PM _____ Date: ____/____/____

Length of call _____ Call received at phone number _____

Person making report: _____ Job Position _____

Did voice sound familiar? ___ Yes ___ no If yes, who did it sound like?

Voice on Phone Sounded: (check all that apply)

- | | | | | | |
|----------------|--------------------------|----------|--------------------------|-----------|--------------------------|
| Calm | <input type="checkbox"/> | Nasal | <input type="checkbox"/> | Normal | <input type="checkbox"/> |
| Angry | <input type="checkbox"/> | Stutter | <input type="checkbox"/> | Distinct | <input type="checkbox"/> |
| Excited | <input type="checkbox"/> | Lisp | <input type="checkbox"/> | Slurred | <input type="checkbox"/> |
| Slow | <input type="checkbox"/> | Raspy | <input type="checkbox"/> | Cracking | <input type="checkbox"/> |
| Rapid | <input type="checkbox"/> | Deep | <input type="checkbox"/> | Disguised | <input type="checkbox"/> |
| Soft | <input type="checkbox"/> | Ragged | <input type="checkbox"/> | Accent | <input type="checkbox"/> |
| Loud | <input type="checkbox"/> | Familiar | <input type="checkbox"/> | Laughter | <input type="checkbox"/> |
| Deep Breathing | <input type="checkbox"/> | Whisper | <input type="checkbox"/> | Crying | <input type="checkbox"/> |

Recognized Background Sounds (check all that apply)

Street	<input type="checkbox"/>	Animal	<input type="checkbox"/>	Crockery	<input type="checkbox"/>
Clear	<input type="checkbox"/>	Voices	<input type="checkbox"/>	Static	<input type="checkbox"/>
PA Sys	<input type="checkbox"/>	Local	<input type="checkbox"/>	Music	<input type="checkbox"/>
Long	<input type="checkbox"/>	House	<input type="checkbox"/>	Booth	<input type="checkbox"/>
Distance	<input type="checkbox"/>				
Office	<input type="checkbox"/>	Other	<input type="checkbox"/>		
Machinery					

Threatening Language: _____

Age (of caller) _____ Sex _____ Race/Ethnicity _____

RETENTION PLAN

THIS IS THE PLAN TO HOLD STUDENTS INSIDE THE SCHOOL BUILDING DURING A DISEASTER, SUCH AS A TORNADO.

TEACHERS WILL BE INFORMED AS TO WHAT STEPS WILL BE TAKEN IN CASE OF A TORNADO IN OUR AREA.

Everyone should sit with knees and head down, hands over face. Teachers and students will remain there until clear alert has been given.

Inside Main Building: Teachers will take students outside their rooms and sit them next the walls of the halls.

Gym: Students will be escorted into the foyer between Cafeteria and Girls' dressing room. Students will sit next to the walls of foyer.

BandHall: Students will sit next to the walls in the main lobby of the Band Hall.

Choir Room: Students will sit next to the inner walls in the choir room.

E – 124, 125, 127, 128, 129, 140, & 141: Students will sit next to the inner walls in their perspective rooms

F – 104, 105, 106, & 107: Students will be escorted to E – Building (Band hall/Choir) hallway. Students will sit next to the walls.

F – 113: Students will be escorted to the girls' RR wash area in the gym.

Library: Students will be escorted to the B-Building

Area: Parents and Community

State Goal: *Parents will be full partners with educators in the education of their children.*

BISD Board of Trustees Goal: *The Board of Trustees, in collaboration with District staff, administration, parents and community, will provide required support and resources for the attainment of educational excellence and equity. Parents and Community will be full partners in the educational process.*

Campus Long-Range Goal: *80% to 100% Recruiting and Transitioning of parents involved in the parent centers from the elementary feeder schools and the involvement of the business community members will be in place.*

Annual Campus Performance Objective: *Encourage and invite parents and community business members to attend school activities (i.e. Parent meetings, parent conferences, open house, Career Day, Adopt-A-School Programs, etc.)*

					Evaluation	
					Formative	Summative
10.1 Provide Parent Meetings	All parents	None	Parent Liaison	Aug.-May	Sign-in sheet	Review accumulated Data
10.2 Provide training sessions in areas of need including technology and literacy programs	All participating parents	None	Parent Liaison	Aug-May	Sign-in sheet	Review accumulated data Participant evaluation form
10.3 Encourage parent participation in all activities during the school day/scheduled recognition events, such as enrichment classes, nutrition, sewing and arts and crafts.	All parents	Appliances such as a coffeemaker and microwave and other applicable supplies	Parent Liaison	Aug-May	Sign-in sheet	Review accumulated data
10.4 Invite community business members to participate in Adopt-A-School Program / scheduled recognition event	Community members and Adopt-A-School members	None	Parent Liaison	Aug-May	Participation form	Evaluate participation form data
10.5 Invite community business members to participate in Career Day and to be Motivational Speakers	All students	fundraisers	Parent Liaison	Aug-May	Invitations	Evaluate participation form data
10.6 Schedule a parent meeting to discuss AEIS results	All students	None	Parent Liaison, Principal	Early Fall of next school year	Invitations	Review accumulated data

10.7 Schedule a Title I annual meeting to discuss the School-Student-Parent Compact, the parent involvement policy, and Title 1 information	All students	None	Parent Liaison, Principal	Early Fall	Invitations	Review accumulated data
10.8 Families and Training Program	All Parents	Equipment	Parent Liaison	August 2007-May 2008	Sign-in Records	Evaluate participation form data

Basic Skill Area: Migrant

State Goals 1, 2, 3, 4: *the students in the public education system will demonstrate exemplary performance in reading, writing, mathematics, science and social studies.*

BISD Strategic Plan Objective: *70% of BISD students will meet or exceed national norms in reading and math.*

BISD Board of Trustees Goal 1: *A well-balanced educational program and the necessary resources will be provided so that all students will exceed expected performance standards and meet their full educational potential.*

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Formative Evaluation
11.1 Migrant students will be provided with supplies and consumable materials to successfully complete their assignments in all classes.	All migrant students	TIM	Migrant clerk	Year-round	Student feedback.
11.2 Migrant students will be encouraged to participate in the Science and History Fairs.	All migrant students	TIM	Migrant clerk Science and History teachers	January 2008	Student display boards and number of entries into Science and History fairs.
11.3 Migrant students will have technology available in the migrant classroom to create their reports, presentations and assignments.	All migrant students	TIM	Migrant clerk	As needed	Student research papers and assignments
11.4 Migrant students will be provided with after school tutorials two times per week to obtain good TAKS scores and meet AYP criteria. Transportation and security will be provided.	All migrant students	TIM	Migrant tutorial teacher Migrant clerk	Two times a week	Student progress reports. Student TAKS scores. AYP criteria.
11.5 Priority For Service Students will be identified	Priority For	TIM	Migrant tutorial	Daily	Student research papers and assignments

and will receive additional instructional assistance as well as supplemental support.	Service Students		teacher Migrant clerk		Student progress reports. Student TAKS scores. AYP criteria
11.6 Snacks and refreshments will be provided for migrant students attending after school tutorial Tuesdays - Thursdays. 3:00 5:00 p.m.	Designated Migrant students who need tutorial.	T.I.M.	Migrant tutorial teacher Migrant clerk	3 times a week	
11.7 Migrant Lab will be available Monday - Thursday 4:00 - 5:00 for computer research, homework assistance, missing assignments, extra credit etc. (Migrant Clerk)	All migrant students	T.I.M.	Migrant tutorial teacher Migrant clerk	4 days as needed	
11.8 Flash drives will be available for 7th and 8th grade Migrant students as needed	All migrant students	T.I.M.	Migrant Clerk	As needed	
11.9 Students may come to the migrant lab at any time during class with teachers permission to receive school supplies as needed	All migrant students	T.I.M.	Migrant Clerk	As needed	
12.0 Refreshments, materials and or incentives will be given to migrant parents attending Migrant Parents Meetings (2 per year required)	All migrant students	T.I.M.	Migrant Clerk	As Needed	
12.0a Migrant Clerk will contact parents of Priority For Service students concerning students progress, absences and successes. (as needed).	Priority For Service Students	T.I.M.	Migrant Clerk	As Needed	

Key Codes for Special Populations

(TI) Title I
(TIM) Title I Migrant
(BIL) Bilingual
(ESL) English as a Second Language
(SE) Special Education
(AR) At Risk
(GT) Gifted and Talented

Key Codes for Funding

(SCE) State Compensatory education
(LOC) Local
(FED) Federal
(TIA) Title I Part A
(TIB) Title I part B
(TIC) Title I part C
(TID) Title I Part D

(TII) Title II
(TIIB) Title II Part B Eisenhower
(TIII) Title III
(TIV) Title IV
(IEP) Title VI Innovative Education
(CSR) Title VI Class Size Reduction
(BIL) Title VII Bilingual
(IMM) Title VII Immigrant Education

(TIX) Title IX
(CDP) Carl D. Perkins (Career/Technology)
(MHE) McKinney Homeless Education
(PK) Pre-kindergarten Expansion
(K12) K-1-2 Accelerated Reading
(OEYP) Optional Extended Year Program
(DYS) Dyslexia

Area: Special Education

State Goal: Students will be encouraged and challenged to meet their full educational potential.

BISD Board of Trustees Goal: *A well-balanced educational program and the necessary resources will be provided so that all students will exceed expected performance standards and meet their full educational potential.*

Annual Campus Performance Objective: *As denoted in Special Education students' IEP's.*

Activities	Population	Resources Source/ \$ Amount	Person(s) Responsible	Timeline	Evaluation	
					Formative	Summative
12.1 All Special Education Resource students will be grouped by instructional rather than grade level.	Special Education Students	None	Counselors Special Ed. Teachers Administrators	August 2007- May 2008	TAKS Functioning levels charts/Teacher class rosters	All Special Education Resource students will be grouped by instructional rather than grade level.
12.2 All special education resource and Behavior Intervention students will have the opportunity to go on instructional field trips having their entry fees, transportation, and meals covered.	Resource and BI Special Education Students	fundraisers	Sped. Ed. Teachers Administration Parents	Spring 2008	Participation in field trip.	Prior to TAKS, students will be taken on a motivational field trip.
12.3 Inclusion teachers will monitor the number of special education students in each Science, History and Social Studies classes.	Special Education inclusion students	None	Inclusion teachers and paraprofessionals Counselors Administration	August 2007 – May 2008	Inclusion students list and ESL/Reg Ed class rosters for science and history	Inclusion teachers will monitor the amount of special education students in each Science, History and Social Studies classes.
12.4 Non-special education teachers will attend staff development in special education.	All 6 th , 7 th , & 8 th grade non-special ed. teachers	None	Special ed. lead teacher and Special Services supervisor	August 2007 – May 2008	Sign in rosters	Total of CPE hours accumulated
12.5 All special education Students will receive more hands-on activities.	All 6 th , 7 th , and 8 th grade special education students	Special Ed. funds	Special education teachers and administrators.	August 2007 – May 2008	Student progress and more hands-on material such as games that are related to TAKS, TAKS-Accommodated and TAKS-M	Special education teachers will monitor the use of materials in the classroom.

12.6 All regular education teachers and special education teachers will meet every three weeks to monitor progress and grades of special education students	All Faculty, Regular and Special education	None	Special Education teachers and administrator	Twice every six weeks	Sign in sheets and progress reports	Progress will be given on special education students.
12.7 All teachers, regular and special education will be trained in discipline management procedures for special education students	All regular and special education teachers	None	Special Education teachers and administrators	August 2007	Sign-in rosters	Total of CPE hours accumulated.

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