

**Buna Independent School District
Buna High School**



**Campus Improvement Plan
2011 – 2012**

Table of Contents

Contents

Table of Contents	2
Campus Level Education Improvement Council.....	3
Mission Statement	4
Goals Process for School Improvement	5
TEC § 4.001. Public Education Mission and Objectives.....	6
TEC § 4.002. Public Education Academic Goals.....	7
NO CHILD LEFT BEHIND ACT OF 2001	8
Needs Assessment Data:	9
INDICATORS 2010	10
Board Goals 2011-2012.....	27
Buna Independent School District District and Campus Improvement Plan Goals	29

Buna Independent School District

Campus Level Education Improvement Council

2011-2012

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Buna Independent School District

Mission Statement

The development of social and academic skills which assure all students the opportunity to become productive members of our democratic society is the primary mission of the Buna Independent School District. The belief that all students can learn is integral to accomplishing this mission.

Goals Process for School Improvement

Each year, the district and campuses are involved in the school improvement process, and a considerable amount of time and effort goes into producing, monitoring, and evaluating goals. Determining where we need to improve and focusing on those areas are the important parts of the goals process.

Collecting input for areas of campus and district improvement involves our administrators, teachers, parents, support staff, and the Board of Trustees. In following our annual process, we arrive at a completed set of goals that helps provide focus for school improvement and student success.

Our schools set high goals: it would not be conducive to school improvement to have goals, which only reinforce the status quo or which present easily attainable results. We may not achieve all our goals, but we will focus our professional efforts on these priority areas for achievement.

TEC § 4.001. Public Education Mission and Objectives

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

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

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEC § 4.002. Public Education Academic Goals

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

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

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

NO CHILD LEFT BEHIND ACT OF 2001
Elementary and Secondary Education Act (ESEA)
Performance Goals

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

Buna Independent School District

Needs Assessment Data:

TAKS Results 2011

2011 Campus AEIS Accountability Tables

2011 Campus AYP Accountability Data Tables

INDICATORS 2010

TAKS% Passing Sum of 9-11	All Students	African American	Hispanic	White	Eco. Dis.
Reading/English-LA	95	89	99	95	93
Mathematics	77	67	50	78	71
Science	78		67	79	78
Soc. Studies	94		99	94	94
Other Indicators					
Drop Out Rates (7-8) 2008-2009	1.4	0	0	1.4	1.4
Completion Rate (9-12) Class of 2009	88.2		-	89.2	66.7
AYP Status	Met				

District Name: BUNA ISD
 Campus Name: BUNA H S
 Campus #: 121903001

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2010-11 Campus Performance
2011 Accountability Rating: Academically Acceptable

Section I
 Total Students: 442
 Grade Span: 09 - 12
 School Type: Secondary

Gold Performance Acknowledgments:

College-Ready Graduates (Class of 2010)
 Recommended High School Program (Class of 2010)
 Texas Success Initiative (TSI) ELA
 Commended on Social Studies

		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	92%	96%	92%	80%	*	92%	*	*	*	*	86%	88%	*
	2010	92%	97%	96%	97%	*	> 99%	97%	*	*	*	*	90%	> 99%	*
Mathematics	2011	72%	67%	80%	67%	60%	*	69%	*	*	*	*	74%	58%	*
	2010	72%	68%	82%	68%	*	40%	68%	*	*	*	*	67%	63%	*
All Tests	2011	69%	65%	80%	65%	40%	*	68%	*	*	*	*	67%	55%	*
	2010	70%	68%	79%	68%	*	40%	69%	*	*	*	*	70%	64%	*
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	96%	94%	96%	*	> 99%	95%	*	*	*	*	92%	96%	*
	2010	91%	96%	94%	96%	*	*	96%	*	*	*	*	80%	91%	*
Mathematics	2011	75%	73%	80%	73%	*	33%	75%	*	*	*	*	> 99%	77%	*
	2010	75%	67%	80%	67%	*	*	69%	*	*	*	*	44%	48%	*
Science	2011	76%	62%	82%	62%	*	50%	63%	*	*	*	*	42%	62%	*
	2010	75%	80%	82%	80%	*	*	78%	*	*	*	*	88%	89%	*
Soc Studies	2011	93%	89%	96%	89%	*	> 99%	89%	*	*	*	*	67%	88%	*
	2010	93%	98%	95%	98%	*	*	98%	*	*	*	*	89%	> 99%	*
All Tests	2011	65%	57%	68%	57%	*	17%	60%	*	*	*	*	42%	54%	*
	2010	65%	63%	69%	63%	*	*	64%	*	*	*	*	50%	50%	*
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	98%	97%	98%	*	*	98%	*	*	*	*	> 99%	> 99%	*
	2010	93%	97%	96%	97%	*	*	97%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	90%	93%	92%	93%	*	*	92%	*	*	*	*	80%	87%	*
	2010	88%	84%	92%	84%	*	*	84%	*	*	*	*	45%	82%	*
Science	2011	90%	97%	94%	97%	*	*	97%	*	*	*	*	> 99%	96%	*
	2010	90%	93%	94%	93%	*	*	93%	*	*	*	*	64%	82%	*

Soc Studies	2011	98%	> 99%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	97%	98%	99%	98%	*	*	98%	*	*	*	*	82%	91%	*
All Tests	2011	84%	90%	87%	90%	*	*	89%	*	*	*	*	80%	83%	*
	2010	81%	82%	87%	82%	*	*	82%	*	*	*	*	36%	83%	*

**TAKS Met 2011 Standard (Sum of All Grades Tested)
(Standard Accountability Indicator @)**

Reading/ELA	2011	90%	92%	95%	95%	89%	> 99%	95%	*	*	*	*	90%	93%	*
	2010	90%	93%	96%	97%	> 99%	> 99%	96%	*	n/a	n/a	n/a	90%	97%	*
Mathematics	2011	84%	82%	83%	77%	67%	50%	78%	*	*	*	*	83%	71%	*
	2010	84%	83%	85%	73%	60%	50%	73%	*	n/a	n/a	n/a	52%	61%	*
Science	2011	83%	81%	87%	78%	*	67%	79%	*	*	*	*	68%	78%	*
	2010	82%	85%	87%	86%	*	> 99%	86%	*	n/a	n/a	n/a	74%	87%	*
Soc Studies	2011	95%	91%	97%	94%	*	> 99%	94%	*	*	*	*	82%	94%	*
	2010	94%	94%	97%	98%	*	> 99%	98%	*	n/a	n/a	n/a	85%	97%	*
All Tests	2011	76%	74%	76%	69%	44%	42%	71%	*	*	*	*	63%	62%	*
	2010	76%	76%	79%	71%	60%	50%	71%	*	n/a	n/a	n/a	52%	63%	*

TAKS Commended Performance (Sum of All Grades Tested)

Reading/ELA	2011	33%	34%	27%	27%	22%	25%	27%	*	*	*	*	33%	22%	*
	2010	32%	33%	28%	24%	20%	< 1%	23%	*	*	*	*	20%	27%	*
Mathematics	2011	29%	23%	20%	18%	11%	8%	18%	*	*	*	*	17%	9%	*
	2010	28%	25%	22%	16%	20%	11%	16%	*	*	*	*	10%	10%	*
Science	2011	30%	25%	20%	17%	*	11%	17%	*	*	*	*	14%	10%	*
	2010	28%	26%	16%	16%	*	*	17%	*	*	*	*	11%	20%	*
Soc Studies	2011	47%	35%	47%	46%	*	33%	47%	*	*	*	*	41%	40%	*
	2010	45%	36%	47%	47%	*	*	46%	*	*	*	*	20%	48%	*
All Tests	2011	16%	13%	10%	9%	< 1%	8%	9%	*	*	*	*	7%	3%	*
	2010	15%	14%	9%	8%	< 1%	< 1%	7%	*	*	*	*	3%	6%	*

TAKS-M Met 2011 Standard (Sum of All Grades Tested)

Reading/ELA	2011	86%	98%	89%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	85%	96%	94%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	81%	76%	83%	*	*	85%	*	*	*	*	83%	80%	*
	2010	75%	67%	71%	60%	*	*	56%	*	*	*	*	60%	63%	*
Science	2011	60%	91%	73%	86%	*	*	86%	*	*	*	*	86%	80%	*
	2010	58%	68%	74%	69%	*	*	67%	*	*	*	*	69%	67%	*
Soc Studies	2011	68%	73%	92%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2010	67%	75%	83%	83%	*	*	82%	*	*	*	*	83%	80%	*
All Tests	2011	66%	72%	68%	80%	*	*	81%	*	*	*	*	80%	73%	*
	2010	64%	63%	67%	59%	*	*	55%	*	*	*	*	59%	67%	*

TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)

All Tests	2011	97%	> 99%	*	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
All Tests	2010	93%	85%	> 99%	*	*	*	*	*	*	*	*	*	*	*

2011 TAKS Participation (Grades 3-11)

Tested	98.6%	99.9%	99.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	100.0%	100.0%	-
By Test Version															
TAKS (1 or more)	91.0%	92.6%	89.5%	90.6%	88.9%	100.0%	90.4%	80.0%	-	*	-	27.3%	81.7%	-	
Not on TAKS	7.6%	7.3%	10.4%	9.4%	11.1%	0.0%	9.6%	20.0%	-	*	-	72.7%	18.3%	-	
TAKS(Acc) Only	2.4%	1.8%	3.4%	1.5%	0.0%	0.0%	1.6%	0.0%	-	*	-	11.4%	3.2%	-	
TAKS-M Only	3.1%	3.3%	3.5%	5.9%	0.0%	0.0%	6.1%	20.0%	-	*	-	45.5%	10.8%	-	
TAKS-Alt Only	0.9%	0.8%	0.0%	1.2%	0.0%	0.0%	1.3%	0.0%	-	*	-	9.1%	2.2%	-	
Combination	1.3%	1.4%	1.9%	0.9%	11.1%	0.0%	0.6%	0.0%	-	*	-	6.8%	2.2%	-	
By Acct Status															
Acct System	94.0%	96.7%	95.2%	96.8%	100.0%	92.3%	97.1%	80.0%	-	*	-	97.7%	96.8%	-	
Non-Acct System	4.6%	3.2%	4.3%	3.2%	0.0%	7.7%	2.9%	20.0%	-	*	-	2.3%	3.2%	-	
Mobile	4.6%	3.2%	4.3%	3.2%	0.0%	7.7%	2.9%	20.0%	-	*	-	2.3%	3.2%	-	
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	-	
Not Tested	1.4%	0.1%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	-	
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	-	
LEP Exempt	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	-	
Other	0.4%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	-	
Total Count	3,231,780	1,028	213	341	9	13	313	5	0	1	0	44	93	0	

2010 TAKS Participation (Grades 3-11)

Tested	98.6%	99.8%	99.7%	99.7%	100.0%	100.0%	99.7%	*	*	*	-	97.1%	98.5%	-
By Test Version														
TAKS (1 or more)	90.8%	91.0%	89.4%	90.7%	60.0%	100.0%	91.1%	*	*	*	-	11.8%	79.4%	-
Not on TAKS	7.8%	8.8%	9.9%	9.0%	40.0%	0.0%	8.6%	*	*	*	-	85.3%	19.1%	-
TAKS(Acc) Only	2.3%	1.2%	3.4%	1.9%	0.0%	0.0%	2.0%	*	*	*	-	17.6%	2.9%	-
TAKS-M Only	3.3%	5.1%	3.6%	6.5%	40.0%	0.0%	6.3%	*	*	*	-	61.8%	13.2%	-
TAKS-Alt Only	0.8%	0.7%	0.0%	0.3%	0.0%	0.0%	0.0%	*	*	*	-	2.9%	1.5%	-
Combination	1.3%	1.8%	1.9%	0.3%	0.0%	0.0%	0.3%	*	*	*	-	2.9%	1.5%	-
By Acct Status														
Acct System	90.0%	89.6%	91.7%	88.2%	60.0%	100.0%	88.4%	*	*	*	-	29.4%	77.9%	-
Non-Acct System	8.6%	10.2%	8.0%	11.5%	40.0%	0.0%	11.3%	*	*	*	-	67.6%	20.6%	-
Mobile	4.4%	4.4%	4.3%	4.7%	0.0%	0.0%	5.0%	*	*	*	-	2.9%	5.9%	-
Non-Acct Test	4.2%	5.8%	3.9%	6.9%	40.0%	0.0%	6.3%	*	*	*	-	64.7%	14.7%	-
Not Tested	1.4%	0.2%	0.4%	0.3%	0.0%	0.0%	0.3%	*	*	*	-	2.9%	1.5%	-
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.0%	-
LEP Exempt	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.0%	-
Other	0.4%	0.2%	0.0%	0.3%	0.0%	0.0%	0.3%	*	*	*	-	2.9%	1.5%	-
Total Count	3,175,337	1,004	190	321	5	9	302	2	1	1	0	34	68	0

Progress of Prior Year TAKS Failers

Percent of Failers Passing TAKS (Sum of Grades 4-11)

Reading/ELA	2011	47%	47%	57%	75%	*	*	75%	*	*	*	*	75%	*	*
	2010	50%	64%	69%	75%	*	*	75%	*	*	*	*	*	*	*
Mathematics	2011	42%	44%	49%	60%	*	60%	60%	*	*	*	*	77%	74%	*
	2010	45%	46%	56%	45%	*	*	46%	*	*	*	*	27%	39%	*

[Link to: Progress of Prior Year TAKS Failers, by Grade Level](#)

Student Success Initiative

Grade 8 Reading

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 9

2011	38%	60%	*	60%	*	*	60%	*	*	*	*	*	*	*	*
2010	44%	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Grade 8 Mathematics

TAKS Failers Promoted by Grade Placement Committee @

2010	86.1%	55.6%	*	*	-	-	*	-	-	-	-	-	*	-
2009	91.1%	0.0%	*	-	-	-	-	-	n/a	n/a	n/a	-	-	-

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 9

2011	20%	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2010	22%	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Attendance Rate @

2009-10	95.5%	95.4%	95.6%	96.3%	97.4%	98.0%	96.3%	*	*	*	*	92.5%	94.0%	-
2008-09	95.6%	95.1%	95.5%	95.3%	96.4%	*	95.3%	*	n/a	n/a	n/a	92.8%	91.0%	-

Annual Dropout Rate (Gr 9-12) @

2009-10	2.4%	1.4%	0.5%	1.4%	0.0%	0.0%	1.4%	*	*	*	*	2.1%	2.4%	-
2008-09	2.9%	1.6%	0.8%	1.6%	0.0%	0.0%	1.5%	20.0%	n/a	n/a	n/a	2.0%	2.7%	-

4-Year Completion Rate (Gr 9-12) @

Class of 2010

Graduated	84.3%	88.2%	95.8%	88.2%	*	-	89.2%	*	n/a	n/a	n/a	71.4%	66.7%	-
Received GED	1.3%	2.6%	0.0%	2.6%	*	-	2.7%	*	n/a	n/a	n/a	0.0%	13.3%	-
Continued HS	7.2%	2.6%	0.0%	2.6%	*	-	1.4%	*	n/a	n/a	n/a	14.3%	13.3%	-
Dropped Out	7.3%	6.6%	2.4%	6.6%	*	-	6.8%	*	n/a	n/a	n/a	14.3%	6.7%	-

Class of 2009

Graduated	80.6%	89.9%	94.9%	89.9%	*	-	90.8%	*	n/a	n/a	n/a	90.0%	71.4%	-
Received GED	1.4%	0.0%	0.0%	0.0%	*	-	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	-
Continued HS	8.6%	0.0%	1.5%	0.0%	*	-	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	-
Dropped Out	9.4%	10.1%	1.7%	10.1%	*	-	9.2%	*	n/a	n/a	n/a	10.0%	28.6%	-

5-Year Extended Completion Rate (Gr 9-12) @

Class of 2009

Graduated	85.1%	89.9%	95.6%	89.9%	*	-	90.8%	*	n/a	n/a	n/a	90.0%	71.4%	-	
Received GED	1.9%	0.0%	1.0%	0.0%	*	-	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	-	
Continued HS	2.1%	0.0%	0.0%	0.0%	*	-	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	-	
Dropped Out	10.8%	10.1%	2.5%	10.1%	*	-	9.2%	*	n/a	n/a	n/a	10.0%	28.6%	-	
Class of 2008															
Graduated	83.4%	91.5%	96.3%	91.5%	80.0%	*	93.0%	*	n/a	n/a	n/a	87.5%	81.8%	-	
Received GED	2.1%	1.1%	0.0%	1.1%	20.0%	*	0.0%	*	n/a	n/a	n/a	0.0%	4.5%	-	
Continued HS	2.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	-	
Dropped Out	12.2%	7.4%	2.9%	7.4%	0.0%	*	7.0%	*	n/a	n/a	n/a	12.5%	13.6%	-	
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)															
Class of 2010	91.4%	90.8%	96.7%	90.8%	*	-	90.5%	*	n/a	n/a	n/a	85.7%	80.0%	-	
Class of 2009	89.2%	89.9%	96.8%	89.9%	*	-	90.8%	*	n/a	n/a	n/a	90.0%	71.4%	-	
COLLEGE READINESS INDICATORS															
Advanced Course/Dual Enrollment Completion @															
2009-10	26.3%	11.8%	17.8%	11.8%	0.0%	9.1%	12.2%	*	*	*	*	0.0%	3.8%	-	
2008-09	24.6%	13.0%	20.3%	13.0%	10.0%	0.0%	13.4%	*	n/a	n/a	n/a	2.6%	3.2%	-	
RHSP/DAP Graduates @															
Class of 2010	82.7%	88.1%	76.5%	88.1%	-	-	89.4%	*	-	-	-	20.0%	80.0%	-	
Class of 2009	82.5%	81.7%	78.9%	81.7%	*	-	82.6%	-	n/a	n/a	n/a	11.1%	37.5%	-	
AP/IB Results @															
Tested															
2010	22.7%	5.1%	0.2%	5.1%	*	*	3.9%	-	-	-	-	n/a	n/a	n/a	
2009	21.2%	11.9%	3.7%	11.9%	*	*	11.0%	*	n/a	n/a	n/a	n/a	n/a	n/a	
Examinees >= Criterion															
2010	50.8%	37.5%	51.6%	37.5%	-	*	50.0%	-	-	-	-	n/a	n/a	n/a	
2009	51.2%	33.3%	40.2%	33.3%	*	-	25.0%	-	n/a	n/a	n/a	n/a	n/a	n/a	
Scores >= Criterion															
2010	46.7%	37.5%	42.0%	37.5%	-	*	50.0%	-	-	-	-	n/a	n/a	n/a	
2009	47.4%	41.4%	37.6%	41.4%	*	-	29.2%	-	n/a	n/a	n/a	n/a	n/a	n/a	
Texas Success Initiative (TSI) - Higher Education Readiness Component															
Eng Lang Arts	2011	66%	76%	70%	76%	*	*	76%	*	*	*	40%	80%	*	
	2010	60%	59%	63%	59%	*	*	59%	*	*	*	*	75%	*	
Mathematics	2011	69%	64%	71%	64%	*	*	65%	*	*	*	20%	53%	*	
	2010	66%	63%	70%	63%	*	*	62%	*	*	*	*	71%	*	
SAT/ACT Results @															
Tested															
Class of 2010	62.6%	48.4%	62.8%	48.4%	-	-	48.4%	-	-	-	-	n/a	n/a	n/a	
Class of 2009	61.5%	72.6%	56.4%	72.6%	?	-	67.7%	-	n/a	n/a	n/a	n/a	n/a	n/a	
At/Above Criterion															
Class of 2010	26.9%	13.3%	22.3%	13.3%	-	-	13.3%	-	-	-	-	n/a	n/a	n/a	
Class of 2009	26.9%	24.4%	23.1%	24.4%	*	-	26.2%	-	n/a	n/a	n/a	n/a	n/a	n/a	
Average SAT Score															

Class of 2010	985	926	987	926	-	-	926	-	-	-	-	n/a	n/a	n/a
Class of 2009	985	942	997	942	*	-	962	-	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2010	20.5	19.8	20.8	19.8	-	-	19.8	-	-	-	-	n/a	n/a	n/a
Class of 2009	20.5	20.9	20.9	20.9	*	-	21.3	-	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @														
Eng Lang Arts														
Class of 2010	66%	75%	71%	75%	*	*	75%	*	*	*	*	*	67%	*
Class of 2009	62%	58%	62%	58%	*	*	60%	*	n/a	n/a	n/a	*	*	*
Mathematics														
Class of 2010	64%	64%	65%	64%	*	*	64%	*	*	*	*	*	67%	*
Class of 2009	60%	52%	57%	52%	*	*	54%	*	n/a	n/a	n/a	*	*	*
Both Subjects														
Class of 2010	52%	56%	55%	56%	*	*	56%	*	*	*	*	*	44%	*
Class of 2009	47%	37%	47%	37%	*	*	38%	*	n/a	n/a	n/a	*	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

Section II
Total Students: 442
Grade Span: 09 - 12
School Type: Secondary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	442	100.0%	13,722	1,545	4,912,385
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	2.4%	4.5%
Kindergarten	0	0.0%	0.0%	7.5%	7.6%
Grade 1	0	0.0%	0.0%	7.8%	7.9%
Grade 2	0	0.0%	0.0%	8.3%	7.7%
Grade 3	0	0.0%	0.0%	7.4%	7.6%
Grade 4	0	0.0%	0.0%	8.2%	7.6%
Grade 5	0	0.0%	0.0%	6.9%	7.6%
Grade 6	0	0.0%	0.0%	7.0%	7.4%
Grade 7	0	0.0%	2.7%	6.7%	7.3%
Grade 8	0	0.0%	2.5%	9.0%	7.2%
Grade 9	126	28.5%	25.1%	8.2%	7.9%
Grade 10	123	27.8%	24.9%	8.0%	7.0%
Grade 11	99	22.4%	23.1%	6.4%	6.4%
Grade 12	94	21.3%	21.8%	6.1%	5.9%
Ethnic Distribution:					
African American	13	2.9%	1.6%	4.1%	12.9%
Hispanic	15	3.4%	5.4%	3.5%	50.3%
White	407	92.1%	90.0%	90.2%	31.2%
American Indian	5	1.1%	1.1%	1.2%	0.5%
Asian	1	0.2%	0.4%	0.1%	3.4%
Pacific Islander	1	0.2%	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	1.5%	1.0%	1.6%

Economically Disadvantaged	115	26.0%	34.5%	41.2%	59.2%
Limited English Proficient (LEP)	0	0.0%	0.3%	0.3%	16.9%
Students w/Disciplinary Placements (2009-10)	10	2.3%	2.3%	0.9%	1.9%
At-Risk	191	43.2%	37.3%	42.1%	46.3%
Mobility (2009-10)	69	15.6%	14.3%	12.9%	18.2%
Number of Students per Teacher	11.3	n/a	11.2	12.7	14.7

Graduates (Class of 2010):	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Graduates	67	100.0%	2,916	67	280,520
By Ethnicity (incl. Special Ed.):					
African American	0	0.0%	63	0	36,988
Hispanic	0	0.0%	172	0	119,365
White	66	98.5%	2,601	66	108,577
American Indian	1	1.5%	23	1	1,452
Asian	0	0.0%	11	0	9,967
Pacific Islander	0	0.0%	3	0	363
Two or More Races	0	0.0%	43	0	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	8	11.9%	750	8	48,391
Recommended H.S. Pgm./DAP	59	88.1%	2,166	59	232,129
Special Education Graduates	5	7.5%	375	5	25,537

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus	District	State
		Group		
Elementary: Kindergarten	-	-	19.2	19.0
Grade 1	-	-	19.7	18.9
Grade 2	-	-	20.7	18.8
Grade 3	-	-	18.8	18.8
Grade 4	-	-	21.0	19.0
Grade 5	-	-	21.4	21.4
Grade 6	-	-	15.6	20.7
Mixed Grades	-	-	-	23.9
Secondary: English/Language Arts	12.3	13.6	13.3	17.3
Foreign Languages	13.6	15.6	13.6	19.0
Mathematics	14.3	14.5	15.1	17.9
Science	18.4	15.2	17.5	19.0
Social Studies	16.3	15.9	16.6	19.6

STAFF INFORMATION

	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Staff:	50.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	45.3	90.1%	88.9%	60.3%	63.4%
Teachers	39.1	77.8%	78.5%	53.2%	50.5%
Professional Support	4.2	8.3%	5.9%	4.1%	9.0%
Campus Admin. (School Leader.)	2.0	4.0%	4.4%	2.6%	2.8%
Educational Aides:	5.0	9.9%	11.1%	9.6%	9.5%

Total Minority Staff:	3.0	6.0%	5.1%	3.8%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.3%	0.8%	9.3%
Hispanic	2.0	5.1%	3.0%	1.6%	23.7%
White	37.1	94.9%	94.2%	97.5%	63.9%
American Indian	0.0	0.0%	0.8%	0.0%	0.4%
Asian	0.0	0.0%	0.5%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.2%	0.0%	1.3%
Males	14.5	37.0%	43.6%	17.3%	23.2%
Females	24.6	63.0%	56.4%	82.7%	76.8%

Teachers by Years of Experience:					
Beginning Teachers	0.3	0.7%	5.1%	4.1%	6.0%
1-5 Years Experience	10.0	25.6%	21.3%	20.6%	30.0%
6-10 Years Experience	8.0	20.5%	17.3%	19.8%	21.1%
11-20 Years Experience	10.5	26.8%	30.0%	30.5%	25.0%
Over 20 Years Experience	10.4	26.5%	26.3%	25.0%	17.9%

		Campus	Campus Group	District	State
Average Years Experience of Teachers:		13.9 yrs.	13.9 yrs.	13.5 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:		9.5 yrs.	7.5 yrs.	10.4 yrs.	7.7 yrs.

Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$29,270	\$34,267	\$29,270	\$41,272
1-5 Years Experience		\$33,219	\$36,499	\$32,213	\$44,013
6-10 Years Experience		\$40,394	\$41,212	\$38,035	\$46,604
11-20 Years Experience		\$45,187	\$47,434	\$44,662	\$50,476
Over 20 Years Experience		\$51,081	\$52,620	\$49,790	\$58,691

Average Actual Salaries (regular duties only):					
Teachers		\$42,590	\$44,716	\$41,430	\$48,638
Professional Support		\$45,566	\$50,327	\$44,591	\$57,045
Campus Administration (School Leadership)		\$64,066	\$69,171	\$59,657	\$70,819

Contracted Instructional Staff (not incl. above):	0.0		6.1	0.0	2,180.4
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ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	-----Campus-----						-----Campus Group-----			
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student	
By Function:										
Total Operating Expenditures	\$2,958,279	100.0%	\$7,377	\$3,030,310	100.0%	\$7,557	\$117,119,163	100.0%	\$8,382	
Instruction (11,95)	\$2,082,720	70.4%	\$5,194	\$2,109,311	69.6%	\$5,260	\$79,072,814	67.5%	\$5,659	
Instructional-Related Services (12,13)	\$106,154	3.6%	\$265	\$106,154	3.5%	\$265	\$3,394,664	2.9%	\$243	
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$615,090	0.5%	\$44	
School Leadership (23)	\$219,770	7.4%	\$548	\$219,770	7.3%	\$548	\$7,313,332	6.2%	\$523	
Support Services-Student (31,32,33)	\$125,323	4.2%	\$313	\$125,323	4.1%	\$313	\$3,908,748	3.3%	\$280	
Other Campus Costs (35,36,51,52,53)	\$424,312	14.3%	\$1,058	\$469,752	15.5%	\$1,171	\$22,814,515	19.5%	\$1,633	
By Program:										
Total Operating Expenditures	\$2,533,967	100.0%	\$6,319	\$2,560,558	100.0%	\$6,385	\$93,914,261	100.0%	\$6,721	

Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$71,575	0.1%	\$5
Career & Technical Education (22)	\$534,989	21.1%	\$1,334	\$543,320	21.2%	\$1,355	\$15,169,672	16.2%	\$1,086
Accelerated Education (24,30)	\$260,827	10.3%	\$650	\$273,099	10.7%	\$681	\$4,930,633	5.3%	\$353
Gifted & Talented Education (21)	\$155,383	6.1%	\$387	\$155,383	6.1%	\$387	\$1,061,770	1.1%	\$76
Regular Education (11)	\$1,305,468	51.5%	\$3,256	\$1,311,456	51.2%	\$3,270	\$59,552,919	63.4%	\$4,262
Special Education (23)	\$188,648	7.4%	\$470	\$188,648	7.4%	\$470	\$10,058,293	10.7%	\$720
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$88,652	3.5%	\$221	\$88,652	3.5%	\$221	\$2,577,524	2.7%	\$184
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$491,875	0.5%	\$35

PROGRAM INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	0.2%	0.3%	16.2%
Career & Technical Education	406	91.9%	80.2%	26.3%	21.0%
Gifted & Talented Education	15	3.4%	7.5%	3.8%	7.7%
Special Education	60	13.6%	12.4%	10.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.1%	0.2%	5.5%
Career & Technical Education	8.2	21.0%	16.0%	6.8%	4.0%
Compensatory Education	0.0	0.0%	0.9%	4.9%	2.9%
Gifted & Talented Education	0.0	0.0%	1.9%	0.0%	1.9%
Regular Education	25.3	64.6%	70.8%	71.6%	73.4%
Special Education	3.0	7.7%	6.8%	13.2%	9.1%
Other	2.6	6.7%	3.5%	3.5%	3.2%

- '^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

Buna High School

Comprehensive Needs Assessment

Buna High School is one of 3 campuses in Buna Independent School District. Buna High School serves predominantly middle class rural families. Buna High School serves 475 students in grades 9 to 12. Six years ago, 409 students were served by the campus, which in an increase of 16%.

The student population is 2.9 % African-American, 92.1% Anglo, .5% Asian, and 3.4% Hispanic, with a low socioeconomic status of 26%. The staff population is 0% African-American, 94.9 % Anglo, 0% Asian, 5.1% Hispanic, 37% male and 63% female with an average of 13.9 years of experience.

The overall mobility rate for the campus is approximately 15.6%, with a drop-out rate of 1.4%. The average daily attendance rate for students is 96.3%.

The site-based decision-making team looked at the following data: TPRI, TAKS, Attendance (students and staff), SAT, ACT, PSAT etc.

Student:

Strengths:Character

Needs:

Staff:

Strengths: Experience and Character

Needs: Continued Training

Parental Involvement:

Strengths: Involved in students activities

Needs: More continuous supervision on grades

Buna Independent School District

Board Goals 2011-2012

Buna Independent School District

Board Goals 2011-2012

1. Student: Curriculum, instruction, and assessment alignment: Work with all stakeholders to show an overall increase in student achievement scores across all subject areas, with emphasis on math and science.
2. Leadership: Provide emerging technology resources to support professional development activities and technology infusion efforts to prepare students for careers in the 21st century.
3. Leadership: Facilities will be provided that are supportive of a quality instructional program and represent the importance of public education within the community.
4. Community Relations: Promote and support district unity through the fostering of spirit, pride, character, and a tradition of excellence in both the school and community.
5. Operations: Fiscal Goal—Buna ISD will keep budgeted expenditures as close to revenue projections as possible, while utilizing fund balance only to the extent needed to maintain current levels of educational excellence, without cutting vital programs. Teachers will be encouraged to expand their areas of certification. Staffing levels and student enrollment will be closely monitored to ensure payroll mirrors ADA.
6. Personnel: Actively recruit highly qualified professionals for all academic areas and with an emphasis on strategies to retain effective employees.

Buna Independent School District

District and Campus Improvement Plan Goals 2011-2012

- Goal #1: The Buna High School will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards. 1,2,3,4,5,7,8, 9,10
- Goal #2: The District will continue to improve school – community relations and enlist the aide of parents as partners in the education of their children. Reference state objectives #1, 5, 9.
- Goal #3: The Buna High School will continue to model and support the use of technology as an instrument to enhance all areas of the diverse educational community, specifically student learning. Reference state objectives #2, 3, 4, 8, 9.
- Goal #4: The Buna High School will continue to improve prevention of and education Concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. Reference state objective #8.
- Goal #5: The Buna High School will continue to maintain fiscal responsibility and accountability. Reference state objectives #1,8,9,10.

GOAL: I. The Buna High School will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.

STATE GOAL: 1,2,3,4

OBJECTIVE: 1. Student performance on the state mandated TAKS/STAAR test will meet or exceed the minimum state standards.

STATE OBJECTIVE: 1,2,3,4,5,6,7,9,10

E.S.E.A: 1,2,3

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Implement CSCOPE curriculum to ensure alignment to accountability indicators.	2011-2012	BHS Teachers and Administrators	Local	Curriculum meetings	TAKS Scores
Buna High School staff will participate in staff development activities designed to improve TAKS and STAAR EOC scores: Economically Disadvantaged, CSCOPE, RTI, Inclusion, research-based instructional strategies and activities.	2011-2012	BHS Teachers and Administrators	Local Funds Special Ed. Funds Region 5	Attendance at sessions	Sign-in sheets Workshop Evaluations Certificates of Participation
Utilize DMAC to disaggregate and analyze TAKS, STAAR EOC, and Benchmark individual and group scores in order to better meet the student's instructional need.	2011-2012	BHS Teachers and Administrators. Vertical Team Department Heads	Region 5 Local Funds	Development and implementation of assessments	Student results; Meet with principals to analyze data.
Investigating Response to Intervention System	2011-2012	BHS Teachers and administrators	Special Ed, and Local Funds/ i Station	Create implementation plan	Universal screening data
Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS).	2011-2012	BHS Teachers and administrators	Local Funds TIE Grant/ Study Island/Science Starters	Needs Assessment	Review the pre and post assessment data of students.
Tutorial Program	2011-2012	BHS Teachers and administrators	Local Funds Compensatory Funds Study Island/Science Starters	6 week grades CBAs	Pre and Post assessments TAKS Results
Inclusion	2011-2012	BHS Teachers and administrators	Special Ed. Funds/Local Funds	Sp. Ed. St. in mainstream classes	Student success /reduction in students taking TAKS M

Parent sessions for Texas Assessment Program STAAR EOC	2011-2012	BHS Administration and Teachers	Texas Assessment Program Information presentation, student handbook	Presentation plan	Agendas, sign-in sheets
Students will be counseled in the selection of course sequencing Math, Science, Reading Labs	Spring '12 Grades 9-11	BHS counselors, teachers, administrators	TAKS, curriculum handbooks	Identify course offerings	Personal graduation plans, student registration
	2011-2012	BHS counselors, teachers, administrators	Local Funds/ High School Allotment	Needs assessment	Master of TEKS/TAKS
BHS teachers will continue training for STAAR EOC	2011-2012	BHS Administration and Teachers	Local Funds	Needs assessment	EOC scores 2011-2012

GOAL: I. The Buna High School will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
 STATE GOAL:1,2,3,4

OBJECTIVE: The student attendance will be at least 98% overall.
 STATE OBJECTIVE: 5

E.S.E.A: 5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Monitor student attendance: Pursue legal remedies on students in violation of the compulsory attendance law.	Weekly	Truant Officer BHS Administration	Local Funds/attendance clerk/attendance reports	Monitor 6 week reports	Review daily summary sheet of absences. Class count records.
Parent awareness of mandatory attendance: Communicate with parents regarding ongoing attendance patterns relating to attendance laws, student achievement, and funding	2011-2012	Campus administration	Student handbook/local fund	Student handbook	Improved attendance
Communicate to parents by phone and mail about students with excessive absences.	Daily	Campus administration	Local	Document Calls and Letters to parents	District attendance 97%
Buna High School will develop incentives to increase attendance from the previous school year.	2011-2012	Principals Site-Based Committee	Community/ local funds/ businesses	Incentive plan	Review attendance report for the year.
Support the employment of a district security officer to work with campus attendance clerk.	2011-2012	High School Principal	Local Funds	Monitor campus attendance rates each six weeks	Increased attendance

GOAL: I The Buna High School will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.

STATE GOAL:1,2,3,4

OBJECTIVE: 3. Buna HS will maintain a dropout rate of 0% for all students.

STATE OBJECTIVE: 2, 3, 4, 6, 8, 9,10

E.S.E.A: 1,2,3

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Implement accelerated education programs at Buna High School to reduce the drop-out rate. (NovaNET)	2011-2012	BHS Administrators	State Compensatory Funds Local Funds	Needs assessment	Review the number of dropouts in grades 9 – 12. Semi-annually
Provide summer school for grades 9 – 12 using computer software.	Summer 2012	BHS Administrators	Local Funds Function -11	Needs assessment	Review summer school student's TAKS progress
Support Career and Technology Programs for the high school campus.	2011-2012	High School Principal	CATE Funds Function -11 Title II Funds – Carl Perkins, Fund 244	Needs assessment	Review master schedule for campuses.
Support the Pregnancy, Education and Parenting Program (P.E.P.) at the high school campus.	2011-2012	District Nurse	PEP Funds 12,135,394 Local Funds Function –31 and 33	Needs assessment	Review the counseling records. Increased graduation rate
Administer a district wide Disciplinary Alternative Education Program	2011-2012	BHS Administrators	State Compensatory Fund Function -11	Review guidelines	Review students assigned to DAEP
Provide parents information on classes available in grades 9-12 and begin dialogue on post high school expectations.	2011-2012	BHS Administrators, counselors	Local funds	Curriculum handbook	Reduction in drop-out/ (PGP)

GOAL: I. The campus will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
STATE GOAL:1,2,3,4

OBJECTIVE: 4. The campus will provide a well-balanced curriculum along with appropriate programs for all students.
STATE OBJECTIVE: 2, 4, 5,6,7, 9,10

E.S.E.A.: 1,2,3,5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Coordinate with each campus to develop vertical and horizontal teams to promote curriculum alignment.	2011-2012	BHS Administrators	CSCOPE Local Funds/Title 1	Training Planning time Materials	Student performance on TAKS
Provide English as a Second Language (E.S.L.) program for all Limited English Proficient (L.E.P.) students.	2011-2012	ESL Teacher	Local Funds Function -11 Region 5 ESC	Needs assessment	Annual review of the LEP program
Dyslexic students will be served. Annually update the program.	2011-2012	BHS Administrators/dyslexic teachers	Local Funds Function -11 Region 5 ESC	Needs assessment	Six week checks on dyslexic students/Annual review of the program
Provide an Advanced Academic Service (A.A.S.) (formerly known as Gifted and Talented) Program at each campus. Update district GT plan.	2011-2012	BHS administrators/ Counselors/GT&AP Teachers	G/T Funds Local Funds Region 5 – G/T	Committee complete action items	Six week check on GT students/Annual review of the program
CTE: BHS will implement programs to prepare students for post-secondary work and increased training in technology.	2011-2012	Administrators/teachers	CTE Funds/Carl Perkins	Needs assessment	Teacher & certification assessments/tech. skill proficiency/observations
CTE: Students receive counseling in the coherent sequence of courses planned and the selection of courses integrated with the graduation plan.	2011-2012	Administrators/teachers	CTE /Carl Perkins	Completed plans	Personal Graduation Plan
SCE: Students identified at-risk needing compensatory education will be placed in accelerated programs/tutorials	2011-2012	Administrators/teachers	State Compensatory Funds	Needs assessment	Annual review of risk performance/ Pre and post assessments
Special Education: provide, in-home training, mainstream, self-contained, resource, homebound, and inclusion, to support identified students	2011-2012	Sp. Ed. Director/ Administrators/teachers	Spec. Ed. Federal/ local funds	Needs assessment	State assessment

Sp. Ed.: Staff development on special education issues, confidentiality, inclusion, campus needs	2011-2012	Administrators & Staff	Spec. Ed. Federal/ local funds	Needs Assessment	Agendas/sign-in sheets
Sp. Ed.: Parent Program Informational sessions	2011-2012	Sp. Ed. Director & teachers	Program information	Needs assessment	Agenda/sign-in sheets
Economically Disadvantaged(ECD) staff development	2011-2012	Administrators	TitleII/Local funds	Feedback from sessions	Agenda/sign-in sheets
ECD/Sp. Ed: disaggregate TAKS/benchmark data	2011-2012	Administrators	DMAC: Local Funds	Create CBA/benchmarks	Assessment results
Dual credit opportunities: Distance Learning TxVSN/State U	2011-2012	BHS Administrators, counselors	Distance Learning lab on campus and Online classes	Monitor student progress	Student grades
SAT/ACT Program	2011-2012	BHS Administrators, counselors	Study Materials	Monitor student progress	Student grades

GOAL: I. The campus will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
 STATE GOAL:1,2

OBJECTIVE: 5. Buna HS will meet/maintain AYP status for the 2011-2012 school year.
 STATE OBJECTIVE: 1,2, 3, 4, 5,6,7

E.S.E.A.: 1,2,5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
AYP results will be analyzed by the campus.	2011-2012	BHS administrators, teachers	AYP data tables.	Benchmark data	Campus will meet AYP goals.
Analysis of mathematics on the AYP will result in targeted intervention to improve all students or sub-group performance, who indicates a "Needs Improvement" status.	2011-2012	BHS administrators, teachers	AYP data tables.	Benchmark data	Campus will meet AYP
Analysis of reading/language arts on the AYP will result in targeted intervention to improve all students or sub-group performance, who indicates a "Needs Improvement" status.	2011-2012	BHS administrators, teachers	AYP data tables	Benchmark data	Campus will meet AYP

GOAL: I. The campus will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
 STATE GOAL:1,2,3,4

OBJECTIVE: 5. Buna HS will analyze the Performance-Based Monitoring Analysis System for Special Education data to implement appropriate strategies for improving performance concerns indentified by the data at Level 2 or higher. LRE Ages 12-21.

STATE OBJECTIVE: 1,2, 4, 5,7 ,9,10
 E.S.E.A.: 1,2,5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
BHS staff will continue to be trained in inclusion practices	2011-2012	Special Ed. Director Administrators Inclusion Teams	Sp. Ed. Funds	Sign in sheets	Increase number of students in inclusion
Provide training during in-service days on ARD procedures including information on state assessments	2011-2012	Special Ed. Director, Administrators	Special ed. Funds	Needs assessment	Sign-in sheets and teacher evaluations
Provide training to all special education teachers on writing measurable and observable goals and objectives.	2011-2012	Special Ed. Director, Administrators	Special ed. Funds	Needs assessment	Sign-in sheets
Create a campus RTI team	2011-2012	High School Principal		Needs Assessment	Agenda and sign-in sheets

GOAL: I. The campus will encourage and challenge every student to achieve their full potential in order to meet or exceed all state performance standards.
 STATE GOAL:1,2,3,4

OBJECTIVE: 5. Buna HS will recruit and retain the best highly qualified staff.
 STATE OBJECTIVE: 5

E.S.E.A.: 3

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Campus administrator will provide highly qualified documentation on each teacher	2011-2012	Principal	HQ forms from TEA	Needs assessment	HQ documentation
The district will ensure that any teacher not highly qualified will receive support and assistance to achieve highly qualified designation.	2011-2012	Superintendent, Principals	campus	Needs assessment	HQ documentation Sign-in sheets
Meet with each teacher who is not HQ	2011-2012	Superintendent, Principal	HQ Forms, SBEC	Needs Assessment	Documentation
Employee Recognition Program	2011-2012	Administrators	Local Funds	Action plan	Increase teacher retention
Create course Ready Set Teach	2011-2012	Superintendent, High School Principal	CTE Funds	Grow future teachers/mentors	Ready Set Teach course taught at HS

GOAL: II. The campus will continue to improve school community relations and enlist the aide of parents as partners in the education of their children.
 STATE GOAL:1,2,3,4

OBJECTIVE: 1. The campus will encourage parental and community involvement in the schools.
 STATE OBJECTIVE: 1

E.S.E.A.:1,2,5

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
The district will maintain an open door policy to provide patrons easy access to Buna I.S.D. administration.	Daily	All administrators		Survey	Review the number of parent conferences
Continue to conduct Open House activities at Buna High School that introduces staff, programs and facilities.	Fall - 2012	Principals	Local Funds - Activity	Action plan	Review sign-I sheets
Establish communications with local media and businesses to support campus programs.	2011-2012	High School Principal		Articles in local paper District newspaper	Survey: open comm..
The campus will provide information to high school students, teachers, counselors, and parents about financial aid programs.	2011-2012	Administrators	Internet Web sites Brochures	Periodic check w/ counselors/ principals on information	Newsletter
Provide career education options to students and parents through the Kuder program.	2011-2012	Principals Counselor	Title II – Carl Perkins Funds	Handouts	Kudor report
Parent conferences to maintain student success	2011-2012	Administrators/Teachers	Conference time	Review of counselor records. Conference documentation	Sign-in sheets
District and campus improvement committees will allow parental and community involvement.	2011-2012	Administrators	Site base membership	Site Base rosters	Action Plan
District website: parent friendly offering Atomic Learning, Parent Portal, Lunch Money Now, Gradebook	2011-2012	Administrators/teachers	Local Funds	Action plan	Survey parents
Organizations will exist at Buna High School for parent involvement		Administrators/teachers	Parent/teacher organizations	Documentation of activities	Organizations list

GOAL: III. The campus will continue to model and support the use of technology as an instrument to enhance all areas of the diverse educational community, specifically student learning.

STATE GOAL:1,2,3,4

OBJECTIVE: 1. The campus will integrate technology into curriculum and instruction for all programs.

STATE OBJECTIVE:2,3,4,8,9,10

E.S.E.A. 1,2

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
The district will disseminate information via the Buna I.S.D.'s web page.	2011-2012	Technology Director	Local Funds	Action Plan	Survey
Review and revise the district's technology plan.	Fall/Spring 2011-2012	Technology Director Technology Committee	Technology Plan	Review district's technology plan.	Revised plan
Provide computers and software that assists in student learning and are aligned with the Texas Essential Knowledge and Skills (TEKS). Kuder and Study Island.	2011-2012	Principals Counselors Teachers	Locals Funds Technology Funds Grant Funds – TIF/TIE	Grant Evaluations Review campus Programs	Increase TAKS scores
District Policies and information will be made available to the public at the district/individual web pages	2011-2012	School Board, Technology Director, Administrators, Staff	Local Funds, Technology Funds	Needs assessment	Policies and plans available online
Teachers complete Star Chart annually	2011-2012	Technology Director/Teachers	TEA	Report	Grant approval
Staff & students understand acceptable use of district technology	2011-2012	BHS Administration	Acceptable Use Agreements	Signed Agreements	Proper usage
Ongoing District Technology Staff Development	2011-2012	Technology Director	Title II Part A, Atomic Learning, Local Funds	Agendas, Certificates of completion	Usage of Technology
Create vertically and horizontally aligned technology curriculum	2011-2012	Technology Director, Administrators, Teachers	Atomic Learning, TEKS, Local Funds	Aligned curriculum Documents	Student success

GOAL: IV. School campuses will maintain a safe and disciplined environment conducive to learning.

STATE GOAL: 1,2,3,4

OBJECTIVE: 1. The campus will provide education and preventative measures for unwanted physical or verbal aggression, sexual harassment, and other forms of Bullying in school, on school grounds, and in school vehicles.

STATE OBJECTIVE: 8

E.S.E.A: 4

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Address discipline measures to prevent unwanted aggression in Code of Conduct and Student Handbooks.	2011-2012	Principals	Code of Conduct	Review of discipline records.	Reduction in discipline referrals
Educate students about unwanted aggression.	2011-2012	Principals Teachers	Local Funds	Number of referrals on unwanted aggression.	Reduction in referrals.
Crisis Intervention (CIP) training of Sp.Ed. and other needed personnel	2011-2012	Administrators/Teachers	Local Funds/Sp. Ed. Funds	Observation	Certificate of Completion
Train teachers/staff in recognizing and dealing with students involved in unwanted aggression.	2011-2012	Principals Administrators/Counselors/Teachers	Title II	Decrease in referrals and bullying incidents	Certificates of Completion
Character Development Program	2011-2012	Principals/Teachers/Staff	Local	Observation	Student Participation
Ensure that teachers/staff are on duty in common areas and hallways while students are at lunch, changing classes, etc.	2011-2012	Administrators/Counselors	Staff/duty roster		Reduce Discipline referrals
Create district plan to address bullying/sexual abuse/dating violence/harassment	2011-2012	Administrators/Counselors	Local Funds	Research plans	Plan on district website
Provide training and integrate activities to support counseling staff with violence prevention, character education, resiliency, conflict resolution, dating violence, and safety	2011-2012	Administrators/Counselors	Local Funds/Region V	Discipline/attendance reports	Sign in sheets
Drug prevention activities will be available at each campus; drug dog program	2011-2012	Administrators/Counselors	District Funds	Documentation of activities/drug dog finds nothing Logs of drills Agendas//Plan	No drugs
Crisis Management plan will be operational for the district	2011-2012	Administrators/Safety Committee	Local Funds	Agendas	Web site

<p>Bullying Prevention Activities</p> <p>DAEP will be utilized for the purpose of maintaining a safe and disciplined campus.</p>	<p>2011-2012</p>	<p>Administrators/Counselors</p> <p>Administrators</p>	<p>Local Funds</p> <p>Local Funds</p>	<p>Action plan/needs assessment</p> <p>Documentation of students assigned to DAEP</p>	<p>Agendas</p> <p>Reduction of students in DAEP</p>
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GOAL: V The campus will continue to maintain fiscal responsibility and accountability.

STATE:

OBJECTIVE: 1. Buna HS will meet all indicators in the Financial Integrity System of Texas and receive a rating of Superior.

STATE OBJECTIVE: 9

E.S.E.A.:4

Strategies	Time Line	Person(s) Responsible	Resources	Formative	Summative
Use the budget planning cycle	2011-2012	Principal	Budget Documents	calendar	Completed budget
Utilize facilities to capacity	2011-2012	Campus Principals COO	Expenditure data Region 5 ESC	Needs assessment	Building usage report
Educate faculty and staff members to the need for conservation efforts in relationship to energy conservation	2011-2012	BHS faculty and staff	TEA Reports TASB	Action Plan	Reduction in Electricity usage
Staffing will be compared to state recommended levels and similar districts to determine optimum performance		High School Principal	AEIS Reports	Needs assessment	Appropriate staff numbers

Glossary of Educational Acronyms

ACT	<p><u>The ACT Assessment®</u> is designed by ACT, Inc. (http://www.act.org) to assess high school students' general educational development and their ability to complete college-level work. The examination covers four academic skill areas: English, Mathematics, Reading, and Science Reasoning.</p> <p>Participation in and performance on the ACT are indicators in the Texas public school Academic Excellence Indicator System.</p>
AEIS	<p><u>Academic Excellence Indicator System</u></p> <p>The AEIS reports, published each year by the Texas Education Agency, pull together a wide range of information on the performance of students in each school and district in Texas every year. These reports are posted online on the Texas Agency Education website in the fall.</p>
AP	<p><u>Advanced Placement</u></p> <p>The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. It provides high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. Typically, courses and examinations are taken by 11th and 12th grade students.</p>
ARD	<p><u>Admission, Review, and Dismissal Committee</u></p> <p>The admission, review and dismissal committee is composed of a student's parent(s) or student, and school personnel who are involved with the student. The ARD committee determines a student's eligibility to receive special education services and develops the individualized education program for the student.</p>
AYP	<p><u>Adequate Yearly Progress</u></p> <p>Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state is evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle schools).</p>
ELL/ESL	<p><u>English Language Learner/English as a Second Language</u></p> <p>Students whose native language is other than English</p>
ESC	<p><u>Education Service Center</u></p> <p>There are twenty service centers that serve the Texas educational needs. Education service centers are a non-regulatory agency that collaborate and serve schools. Education Service Centers serve as a liaison between the Texas Education Agency and the local schools districts and the schools they serve by disseminating information, conducting training and consultation for both federal and state programs. The Education Service Center for our region is ESC V located in Beaumont/Silsbee.</p>
TAKS M	<p><u>Locally Developed Alternative Assessment</u></p> <p>The TAKS M assesses special education students in Grades 3-11 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS and an inappropriate measure of their academic progress.</p>
LPAC	<p><u>Language Proficiency Assessment Committee</u></p> <p>The Language Proficiency Assessment Committee is responsible for assuring that each student who speaks a language other than English in our schools is provided a language support program that best meets the needs of that student. LPAC committees are composed of administrators, teachers, and the parent of a limited English Proficient student. The LPAC serves as the students' advocate to make certain they receive the appropriate services.</p>

NCLB	<p><u>No Child Left Behind</u> A federal law enacted in 2001 which required districts to test students in reading and math beginning in 3rd grade, with science assessments added in 2009-2010. The law requires schools and district to make “Adequate Yearly Progress (AYP)” or face sanctions. The law also requires that 100% of the core area teachers be highly qualified, as defined by the state education agency (with federal government approval), by the end of school year 2005-2006.</p>
PGP	<p><u>Personal Graduation Plan</u> An intervention plan developed by the campus for students in grades 8-12 who did not meet the passing standard on the Texas Assessment of Knowledge and Skills test or any student who is at risk of not graduating from high school.</p>
PBMAS	<p><u>Performance-Based Monitoring Analysis System</u> Is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act).</p>
SAT	<p>The <u>SAT®</u> is developed by the College Board (http://www.collegeboard.com) to assess high school students' readiness for college-level work. Participation is voluntary. Students can choose to take the test multiple times. Participation in and performance on the SAT are indicators in the Texas public school Academic Excellence Indicator System.</p>
TAKS A	<p><u>State Developed Alternative Assessment</u> The TAKS A assesses special education students in Grades 3-11 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS is an inappropriate measure of their academic progress. TAKS A becomes a part of the school accountability system in the 2002-2003 school year.</p>
TAKS	<p><u>Texas Assessment of Knowledge and Skills</u> As mandated by the 76th Texas Legislature in 1999, the TAKS tests have been administered since the 2002-2003 school year. The TAKS measures the statewide curriculum in reading at Grades 3-9; in writing at Grades 4 and 7; in English Language Arts at Grades 10 and 11; in mathematics at Grades 3-11; in science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma. Satisfactory performance on the TAKS for Grades 5&8, the student must meet the standard on the Reading and Math section of the TAKS test to be eligible for promotion.</p>
TEA	<p><u>Texas Education Agency</u> The Texas education Agency is the state agency responsible for the state supervision of public elementary and secondary schools.</p>
TEC	<p><u>Texas Education Code</u> The Texas Education Code (TEC) contains most of the statutes passed by the Texas Legislature that directly affect education.</p>
TEKS	<p><u>Texas Essential Knowledge and Skills</u> The Texas Essential Knowledge and Skills identify what Texas students should know and be able to do at every grade level and in every course in the required curriculum as they move through the public schools.</p>
TELPAS	<p><u>Texas English Language Proficiency Assessment System</u> TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language. The TELPAS assessment measures student proficiency in listening, speaking, reading and writing.</p>