

Southern Association of Colleges and Schools Quality Assurance Review Team

October 10 and 11, 2005

Committee

Dr. Ian Rule, Chair
Educational Consultant
Dallas, Texas

Ed Pilkington
Director
Willow Bend Academy
Plano, Texas

Andy Cody
Principal
The Alexander School
Richardson, Texas

Kathleen Herrin-Kinard
Director
Dallas Learning Center
Richardson, Texas

SCHOOL IMPROVEMENT PLAN REPORT

Name of School: Bending Oaks High School
Address: 11884 Greenville Avenue
Suite 120
Dallas, Texas 75243
Phone: 972.669.0000
Fax: 972.669.8149
E-mail: info@bohs.com

School Improvement Team Members:

Director: Ande McNamara
President: Doug McNamara
Principal: Jack English
Teachers: Cheryl Lampe
Beth Marella
Dottie Nabors
Nina Slavitskaya
Derwin Wilson
Parent: Tonda Howard

Report Date: September 27, 2005

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Executive Summary

Bending Oaks High School was founded in 1985 by a group of teachers who wanted to create a learning environment in which students would look forward to going to class, get more personal attention, achieve higher grades, and interact with other students.

The school was designed for limited enrollment, with a maximum student/teacher ratio of no more than eight to one. The small class size ensures the availability of the teacher's assistance without sacrificing the sharing of ideas in the classroom. Genuine concern for the student by the teachers and administration fosters a family-type atmosphere, which promotes growth and development. Many students with Learning Differences have attained a level of success at Bending Oaks, which probably could not be achieved in traditional schools. Our structured, yet nurturing, environment is very conducive to learning.

In response to increased interest in the school by junior high students, Bending Oaks High School began offering 8th grade in the 2000-01 school year. Before the introduction of 8th grade, Bending Oaks has always had a preponderance of Juniors and Seniors. Today our population is more evenly divided among grades 8 – 12. Interest in a 7th grade program is now on the rise. The school is currently exploring the possibility of offering 7th grade in the near future.

To facilitate communications among parents, teachers, students, and administrators, the school partnered with Edline.net in the 2002/03 school year. Edline.net is a complete Internet platform that serves as a companion website to our e-GradeBook and Day-to-Day School Administrative software. Edline gives parents and students instant online access to grades, attendance, schedules, billing information and more. The feedback received from parents, teachers, and students attests to the effectiveness of this new method of communication. To further improve communication Bending Oaks has scheduled an open house every six weeks.

In 20 years of working with teens Bending Oaks has continually adapted its program to meet the changing needs of its students. Bending Oaks will continue to evolve to meet the changing needs of its students and the community.

I. VISION

Bending Oaks High School began the process of refining its beliefs and mission by engaging the students, parents and teachers in discussions and surveys, which resulted in the following.

Mission Statement:

To provide a supportive learning environment which promotes individual growth, an excitement for learning, and the skills to prepare for higher learning.

Beliefs:

Student learning and emotional growth are the chief priorities of the school.

All students can learn to learn.

Each student is a valued individual with unique physical, social, emotional and intellectual needs.

Self-esteem is a major component of student success and is enhanced by positive relationships and mutual respect among and between students and staff.

A supportive and comfortable environment promotes student learning.

Teachers, administrators, parents and students share the responsibility for advancing the school's mission.

A commitment to continuous improvement is imperative.

While we cannot ignore a student's weaknesses we must not lose sight of the many strengths that each student possesses.

Expectations are directly correlated to learning.

There is nothing more unequal than the equal treatment of unequals.

II. SCHOOL PROFILE

A. SCHOOLCOMMUNITY DEMOGRAPHICS

Bending Oaks High School is located in Dallas, Texas (pop. 1,200,000+). Although the campus is in Dallas, it is located within the boundaries of the Richardson Independent School District, which serves more than 35,000 students. The city of Dallas is home to dozens of private schools; approximately ten private high schools are located within five miles of the Bending Oaks campus. Both Richland College and the Art Institute of Dallas are just a few miles away.

Students who enroll in Bending Oaks High School live across the Dallas Metroplex. Many students live in communities near the school; Lake Highlands, Richardson, Garland and the Park Cities. Almost as many commute from more than ten miles away; Plano, Allen, McKinney, Garland, Mesquite, Bach Springs, Frisco, Coppell, Flower Mound, Keller, Carrollton, Rowlett, Arlington and Irving. The majority of our students attended public school before enrolling at Bending Oaks, others attended private school or home schooled prior to enrolling at Bending Oaks.

Bending Oaks High School appeals to students looking for individual attention without sacrificing the sharing of ideas in the classroom. Students with learning differences, students not performing to their capability, and students feeling over pressured in traditional environments benefit from our program.

1. Enrollments

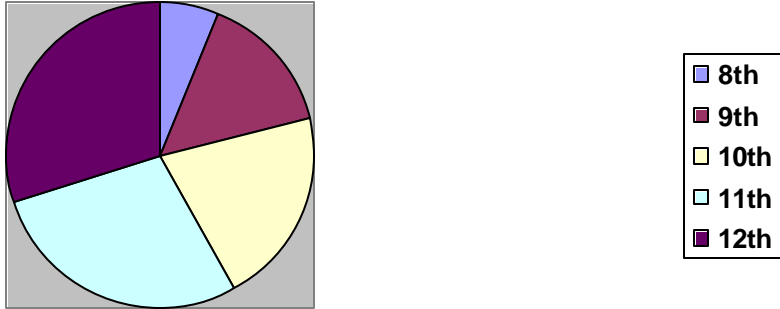
Most students transfer to Bending Oaks after experiencing difficulties in other educational environments, therefore the school tends to have fewer students enrolled in the lower grades (8th & 9th). Despite this, the percent of students enrolled in grades eight and nine has increased every year for the last four years.

Overview of School Population by Grade

Year	8 th	9 th	10 th	11 th	12 th
2000/01	5.7%	13.7%	21.8%	31.0%	27.8%
2001/02	3.9%	11.6%	21.8%	26.9%	35.8%
2002/03	4.7%	12.5%	17.3%	31.2%	34.3%
2003/04	7.6%	15.2%	26.4%	20.6%	30.2%
2004/05	8.5%	20.8%	15.5%	32.8%	22.4%

Average: 6% 15% 21% 28% 30%

Enrollment by Grade



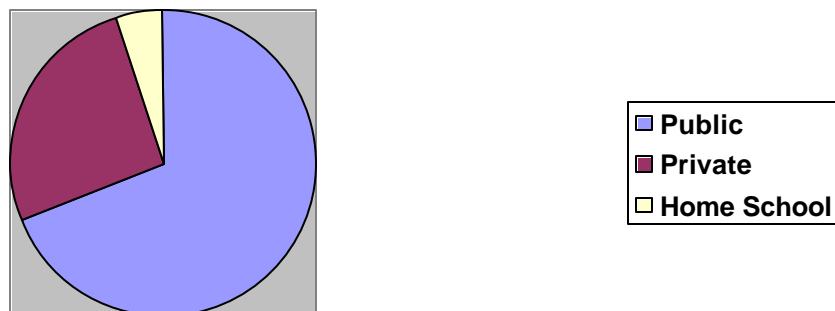
Students transferring to Bending Oaks High School previously attended public, private, or home school. (percentiles by grade follow)

Year	Grade	Public	Private	Home School	Total
2000/01	8	2.3%	2.3%	1.1%	5.7%
	9	8.0%	4.6%	1.1%	13.7%
	10	17.2%	3.5%	1.1%	21.8%
	11	24.1%	5.8%	1.1%	31.0%
	12	22.0%	5.8%	0	27.8%
	Total:		73.6%	22.0%	4.4%
2001/02	8	2.6%	1.3%	0	3.9%
	9	9.0%	1.3%	1.3%	11.6%
	10	15.4%	6.4%	0	21.8%
	11	19.2%	6.4%	1.3%	26.9%
	12	30.7%	5.1%	0	35.8%
	Total:		76.9%	20.5%	2.6%
2002/03	8	1.6%	3.1%	0	4.7%
	9	7.8%	3.1%	1.6%	12.5%
	10	9.4%	6.3%	1.6%	17.3%
	11	26.5%	1.6%	3.1%	31.2%
	12	23.4%	10.9%	0	34.3%
	Total:		68.7%	25.0%	6.3%

2003/04	8	7.6%	0	0	7.6%
	9	7.6%	7.6%	0	15.2%
	10	16.9%	7.6%	1.9%	26.4%
	11	15.0%	5.6%	0	20.6%
	12	26.4%	1.9%	1.9%	30.2%
	Total:	73.5%	22.7%	3.8%	
2004/05	8	1.7%	3.4%	3.4%	8.5%
	9	10.4%	7.0%	3.4%	20.8%
	10	8.6%	5.2%	1.7%	15.5%
	11	19.0%	13.8%	0	32.8%
	12	13.8%	8.6%	0	22.4%
	Total:	53.5%	38.0%	8.5%	

Historically, the majority of our students come from public schools. The five-year review found that overall the school's population can be broken down as follows: **Public = 69%; Private = 26%; Home School = 5%**. The most recent year (04/05) reflects a significant increase in enrollment from other private schools, 38% of the school's population transferred to Bending Oaks from other private schools.

Previous Schools



2. Student Body

Students are enrolled based upon academic ability, achievement potential determined by a personal interview and classroom visit, and an expressed personal desire to attend Bending Oaks. Admission is open to all without regard to sex, race, creed, or religion. Over the previous five school years, the school has had an average of 68 students enroll

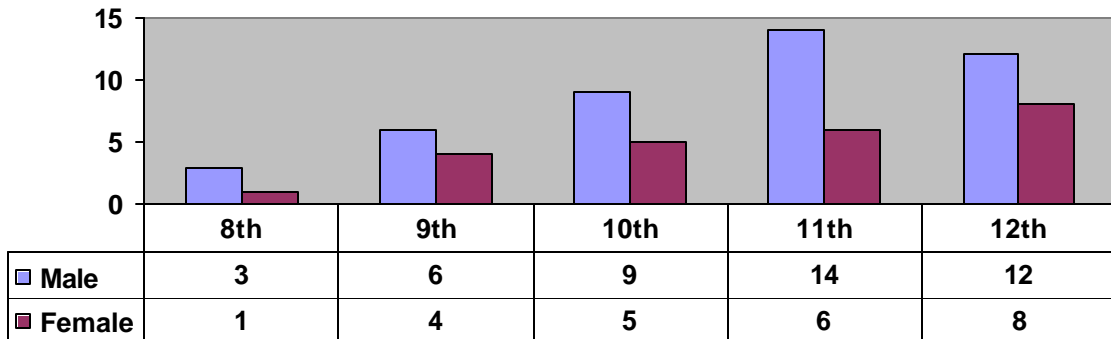
per year with an average of sixty students completing the year at the school. The review found an average male to female ratio of nearly two to one.

a. Gender and Grade Level

Gender by year and grade level

	12M/F	11M/F	10M/F	9M/F	8M/F	Ratio
2000/01	17/7	19/8	10/7	9/3	4/1	2.3 : 1
2001/02	18/10	13/8	12/5	3/6	3/0	1.7 : 1
2002/03	14/8	12/8	5/6	6/2	1/2	1.5 : 1
2003/04	7/9	9/2	10/4	5/3	3/1	1.8 : 1
2004/05	5/5	15/3	6/3	6/4	2/3	1.9 : 1
Average	12/8	14/6	9/5	6/4	3/1	1.8 : 1

Student Body: Gender



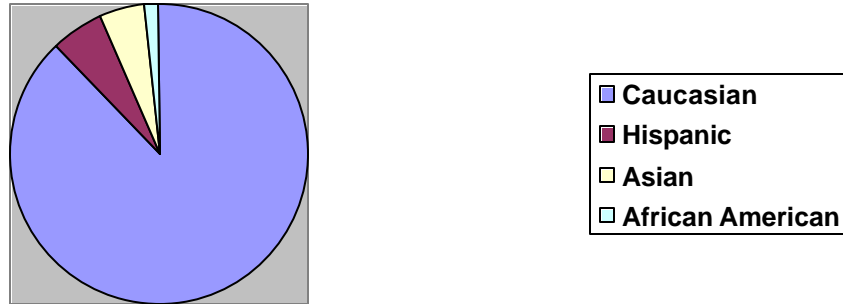
b. Ethnic Groups

During the last five year period, 12.3% of the student body has been composed of minority students: 1.7% African American; 6% Hispanic; and 4.6% Asian. The schools' population of Asian students has significantly decreased since 9/11 as we no longer issue requests for foreign student visas. Prior to 9/11 our Asian population alone exceeded 15%. The lowest percent of minority students was during 2004/05 at 8.6%.

	African American	Hispanic	Asian	Caucasian
2000/01	2.3	3.5	9.2	85.0
2001/02	1.3	3.9	9.0	85.8
2002/03	1.6	7.8	3.1	87.5

2003/04	0.0	9.4	1.9	88.7
2004/05	3.4	5.2	0.0	91.4
Average	1.7	6.0	4.6	87.7

Student Body: Ethnic Groups



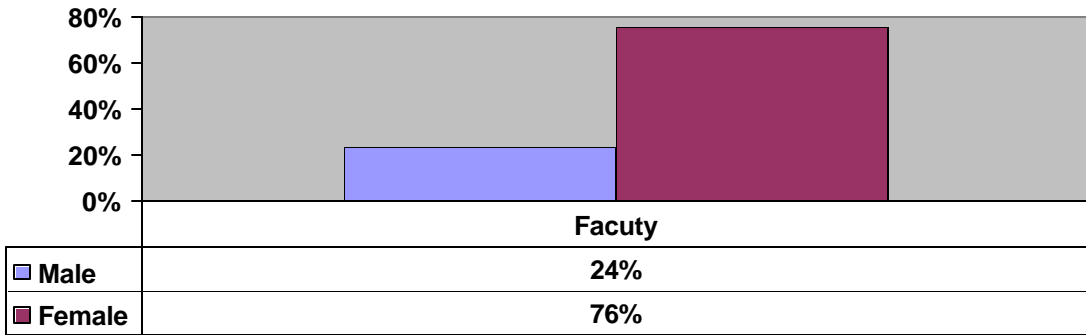
3. Faculty

Bending Oaks High School hires qualified faculty without regard to sex, race, creed, or religion. For the past five years, Bending Oaks has employed approximately nine teachers each year. Female teachers outnumber male teachers three to one. Minority teachers averaged 4%, with 11% for the last two years. More than a third of the teaching staff have advanced degrees. The majority of teaching staff has more than five years teaching experience, 27% have more than fifteen years teaching experience. An average of one third of the teaching staff have taught for more than five years at Bending Oaks.

a. Gender by year (percentage)

	Male	Female	Ratio
2000/01	20%	80%	1:4
2001/02	10%	90%	1:9
2002/03	20%	80%	1:4
2003/04	38%	62%	1:1.6
2004/05	33%	67%	1:2
Average	24%	76%	1:3

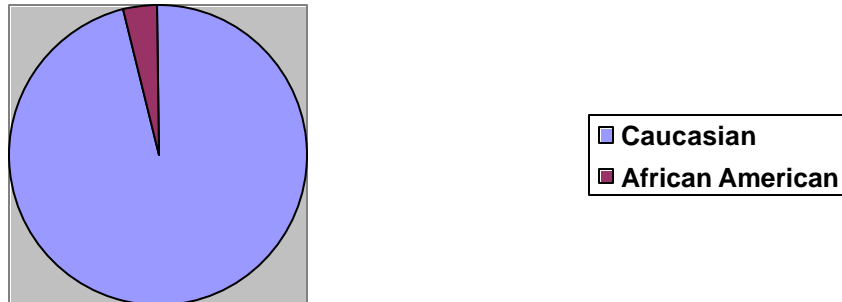
Faculty Gender



b. Ethnic groups by year (percentage)

	African American	Caucasian
2000/01	0%	100%
2001/02	0%	100%
2002/03	0%	100%
2003/04	11%	89%
2004/05	11%	89%
Average	4%	96%

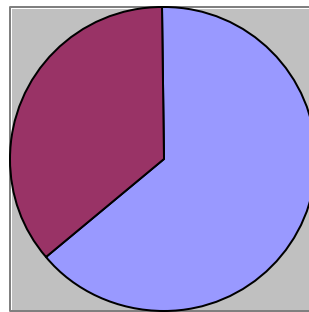
Faculty: Ethnic Groups



c. Degrees by year (percentage)

	B.S./B.A.	M.S./M.A.
2000/01	60%	40%
2001/02	60%	40%
2002/03	60%	40%
2003/04	75%	25%
2004/05	66%	34%
Average	64%	36%

Faculty: Degrees



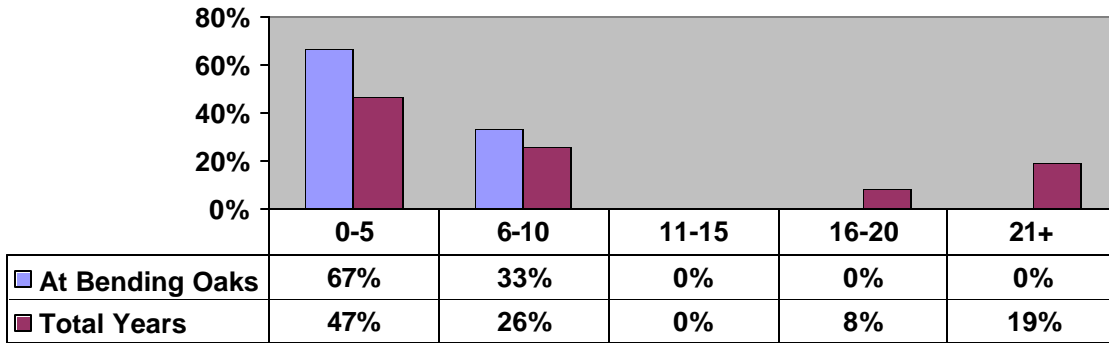
d. Teaching Experience in Years (percentage)

	0-5	6-10	11-15	16-20	21+
2000/01	60%	10%	0%	20%	10%
2001/02	40%	30%	0%	10%	20%
2002/03	40%	30%	0%	10%	20%
2003/04	50%	25%	0%	0%	25%
2004/05	44%	34%	0%	8%	19%
Average	47%	26%	0%	8%	19%

e. Number of Years at Bending Oaks High School (percentage)

	0-5	6-10
2000/01	70%	30%
2001/02	70%	30%
2002/03	70%	30%
2003/04	62%	38%
2004/05	66%	34%
Average	67%	33%

Faculty: Teaching Experience



B: STUDENT PERFORMANCE DATA

The performance of individual students is evaluated daily. Teachers incorporate class participation, homework, class assignments, tests/quizzes, labs, reports, projects, and attendance to measure individual student progress in each course. The school year consists of two semesters. Courses are either one or two semesters in length. Teachers post detailed cumulative grades on ed-line weekly for parents and students to view. The minimum passing grade is seventy percent. If a student's first semester grade falls between sixty-five and sixty-nine percent, and the course lasts for two semesters, the student can still receive credit if the second semester grade is sufficient to average with the first semester grade to bring it to a minimum of seventy percent.

Although the majority of students attending Bending Oaks are successful in school, not all students finish the year at Bending Oaks. When students are not able to finish the school year, it is for the following reasons: transferred to other school, expelled, GED, admitted to hospital, financial burden, or moved out of the area.

1. Enrollment and Completion Data

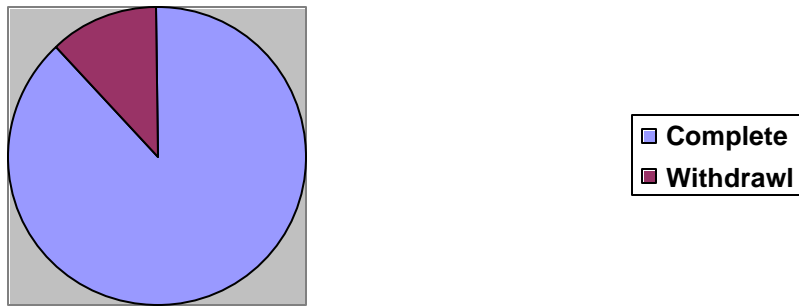
Over the last five years, 340 students enrolled at Bending Oaks High School, an average of sixty-eight per year. Of these students, 299 completed the year at the school, an average of sixty each year for a completion rate of 88%.

Year	Enrolled	Completed	Percent
2000/01	87	79	90%
2001/02	78	69	88%
2002/03	64	52	81%
2003/04	53	47	89%
2004/05	58	52	90%
TOTAL	340	299	88%

The forty-one students who did not complete the year at the school (an average of eight per year), left for the following reasons:

	00/01	01/02	02/03	03/04	04/05	%
Transferred to other schools	1	2	3	1	2	22%
Expelled for violation of rules	3	2	3	3	2	32%
Dropped out of school/GED	0	0	1	0	1	5%
Admitted to hospital program	1	3	2	2	1	22%
Financial burden	2	1	2	0	0	12%
Moved out of the area	1	1	1	0	0	7%
TOTAL EACH YEAR	8	9	12	6	6	

Completion Rate for School Year



2. National Measures

The national measures used to measure student performance over the last five years are the PSAT/NMSQT, SAT I, and college matriculation rate. The TerraNova achievement test was offered for the first time in the 2004/05 school year.

a. PSAT/NMSQT

Students in grades nine through eleven are required to take this exam each year. Students in grades eight and twelve are encouraged to take it for practice, but are not required to. The average mean scores for each grade are listed below. Only eleventh grade student scores are compared to the national average scores because national scores only reflect the scores of High School Juniors. The average Bending Oaks Junior score is 132 for the last four years. This average score is 15 points below the national average score.

PSAT/MNSQT Scores:

9th Grade	01/02	02/03	03/04	04/05
# Taking Exam	10	8	2	6
Verbal	36	34	42	37
Mathematics	37	30	34	35
Writing Skills	40	42	41	40
Average Score	113	106	117	112

10th Grade	01/02	02/03	03/04	04/05
# Taking Exam	11	9	13	6
Verbal	51	38	36	40
Mathematics	43	37	32	34
Writing Skills	50	43	39	41
Average Score	144	118	107	115

11th Grade	01/02	02/03	03/04	04/05
# Taking Exam	15	11	5	12
Verbal	47	40	50	46
Mathematics	45	42	36	41
Writing Skills	45	44	47	46
Average Score	137	126	133	133
National Average	147	146	147	146
Difference	-10	-20	-14	-13

Average Junior Score/ Past four years = 132

b. SAT I

Students are not required to take this exam but juniors and seniors are encouraged to do so, especially if planning to attend college. The average mean scores listed below are for all students who took the exam, regardless of grade level. Scores are not available for the 2000/01 school year, so average scores are for the past four school years. The average Bending Oaks student score over the last four years is 43 points lower than the national average. During two of the four years the Bending Oaks average is above the national average. (2003 scores brought the average down significantly)

	01/02	02/03	03/04	04/05
# Taking Exam	5	5	6	5
Verbal	548	450	502	532
Mathematics	488	440	468	514
Average Score	1036	890	970	1028
National Average	1020	1021	1024	1024
Difference	+16	-131	-54	+4

Percent of Graduating Seniors Taking SAT I:

Year	Graduates	%Taking Exam
2001/02	25	20%
2002/03	21	24%
2003/04	13	50%
2004/05	10	50%

Average percent of graduates taking SAT I = 36%

c. TerraNova Achievement Test, 2nd Edition

The TerraNova was administered for the first time during the spring of the 2004/05 school year. The TerraNova will be offered each spring semester, and all students are required to take it. In addition the TerraNova will be administered individually when an enrolling student does not have scores available from an equivalent assessment.

TerraNova Results for 2004/05:

GME = Grade Mean Equivalent

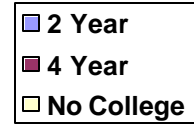
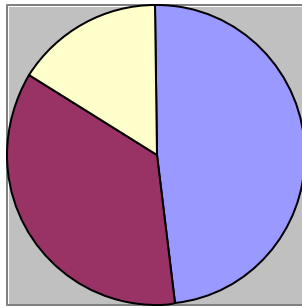
Grade	# Tested	Ave. GME Reading	Ave. GME Language	Ave. GME Math	Ave. GME TOTAL
8	6	12.1	11.6	11.0	11.5
9	10	7.9	8.4	8.5	8.4
10	7	12.6	12.9	12.9	12.9
11	16	12.9	12.9	11.2	12.9
12	9	12.9	12.9	12.9	12.9

d. College Matriculation

The majority of students entering Bending Oaks would be considered “at risk” for becoming high school dropouts by their previous schools. Many students enter Bending Oaks hoping to graduate from high school, but have doubts about their ability to enter college because of the long struggles they have endured in school. Despite this lack of confidence many students bring with them, the majority of our graduates do attend college after graduation. In the past five years, ninety-three students have graduated from Bending Oaks, the largest class numbering twenty-five and the smallest ten. Of these graduates, 84% entered college: 48% in four-year colleges/universities and 36% in two-year colleges/institutes.

Year	4 YR	2YR	Total
2000/01	42%	42%	84%
2001/02	52%	28%	80%
2002/03	48%	43%	91%
2003/04	46%	38%	84%
2004/05	50%	30%	80%
Five Year Average:	48%	36%	84%

College Matriculation



4-Year Colleges Enrolling Graduates the Past Five Years

Art Institute of Dallas
Brigham Young University
DeVry Institute of Technology
Johnson & Wales University
Louisiana State University
Oklahoma State University
Plattsburgh State University
Southern Methodist University
Southwest Texas State University
Stephen F. Austin University
Tennessee State University
Texas Tech University
Texas Women's University
University of Colorado- Boulder
University of Colorado- Denver
University of Dallas
University of North Texas
University of Redlands
University of Texas- Dallas
Westminster College

C: PERCEPTIONS

Bending Oaks High School surveyed students, parents, and teachers about their opinions concerning the quality of the school. Responses by group are listed on the following page:

Rating Scale: 5= Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree

Spring 2005 | Opinion Survey Results

Questions	Student	Parent	Teacher
Our school addresses the individual learning needs of the students.	4.37	4.59	4.67
Our school prepares students to deal with problems they may face in the future.	4.35	3.94	3.56
Our school uses a variety of resources to aid in learning including technology, media, and the library.	4.40	4.17	4.22
I am satisfied with the availability of computers in our school.	4.42	4.56	4.67
Our school is doing a good job in: English/Language Arts	4.31	4.17	4.29
Our school is doing a good job in: Mathematics	4.17	4.22	4.43
Our school is doing a good job in: Science	4.28	4.28	4.63
Our school is doing a good job in: Social Studies/History	4.21	4.28	4.43
Our school is doing a good job in: Fine Arts	4.43	4.28	4.29
Our school is doing a good job in: Physical Education	4.05	3.25	4.29
Our school is doing a good job in: Health Education	4.16	3.92	4.38
Our school is doing a good job in: Foreign Language Studies	4.46	4.21	4.57
Student learning and emotional growth are top priorities of the school.	4.30	4.33	4.67
The educational program of the school is of high quality.	4.28	4.06	4.12
Teachers have high expectations for learning.	4.05	3.94	4.44
I am satisfied with the way students are treated by teachers.	4.49	4.55	4.56
I am satisfied with the way students are treated by administrators.	4.70	4.72	4.56
Students are motivated to do their best.	4.12	3.89	3.78
Staff members are available if students need help with a personal problem.	4.53	4.33	4.67
Staff members are available to discuss problems or suggestions with students	4.49	4.39	4.67
The administration care about students.	4.70	4.72	4.89
Our school does a good job preventing students from dropping out by providing support and encouragement.	4.52	4.50	4.78
Our school is doing a good job preparing students to continue their education after high school.	4.30	4.17	3.89
Our school is doing a good job preparing students to enter the work force.	4.05	4.00	3.67
Our school does a good job helping students understand their moral and ethical responsibilities.	4.02	4.05	3.89
The school's programs meet the needs of students with learning differences.	4.47	4.31	4.89
School spirit is high at our school.	4.40	4.33	3.88
The school's sports program meets the students' needs.	3.59	3.22	
Students feel comfortable at our school.	4.67	4.83	4.88

Students show respect for each other.	3.86	4.33	3.13
School rules and regulations are reasonable.	4.49	4.56	3.75
Students and teachers have a good working relationships.	4.42	4.67	4.44
I am satisfied with the extent that the administration includes students in decisions that affect them.	4.24	4.50	4.33
Discrimination is not a problem at our school.	4.14	4.56	4.44
Sexual harassment is not a problem at our school.	4.49	4.44	4.67
Discipline is fair at our school.	4.35	4.61	3.89
Cheating occurs infrequently in our school.	3.93	3.75	3.75
There is not a significant substance abuse problem in our school.	3.86	3.72	2.89
Our school is well maintained.	4.51	4.39	4.67
Our school is a safe place for students and teachers.	4.60	4.56	4.89
Teachers are respected in our school community.	4.26	4.44	4.22
Teachers and administrators consistently enforce school rules.	4.12	4.11	3.00
Students feel safe traveling to and from school.	4.33	4.35	
For the most part, I am satisfied with our school.	4.50	4.78	4.44
My schoolwork is challenging.	3.65		
Students see how what they learn relates to their lives.	3.91		3.89
My teachers teach in ways that help students learn what they are expected to learn.	4.26		
Students are involved in the learning process.	4.26		4.22
My classes use a variety of activities to help me learn.	4.16		
My homework helps me improve my learning.	3.76		
Students use resources other than textbooks to aid in learning.	4.07		4.11
I have been taught how to use outside resources to help me with my schoolwork.	3.98		
Students demonstrate their learning in a variety of ways in addition to tests.	4.14		4.44
My assignments are graded fairly.	4.51		
The evaluation of my work provides me with ways I can improve my learning.	4.28		
My teachers are concerned that I am learning the material they teach.	4.35		
Teachers are available to help students with assignments.	4.53		4.78
Teachers are available outside of class time for help.	4.29		4.63
Teachers give personal encouragement to students.	4.19		4.78
My teachers are concerned about me as an individual.	4.21		
My teachers are concerned that I am learning.	4.18		
School advisors help me to select classes needed for graduation.	4.33		
I look forward to going to school.	4.31		

Students are involved in student activities that they want to be in.	4.21		4.63
Students feel welcome in school activities and field trips.	4.48		4.89
Students are involved in planning student activities.	4.21		
Staff sponsors of activities and field trips are interested in the activities	4.36		
The variety of activities and field trips is great enough to interest everyone.	4.43		4.56
I am satisfied with the quality of activities and field trips.	4.56		
Our school actively promotes parent/teacher communication.		4.50	4.56
Parents have a good understanding of the schools programs and operation.		4.17	
Parents feel welcome in our school.		4.94	
Our school provides sufficient opportunities for parent involvement.		3.76	4.78
Parents are informed of the school's policies.		4.39	
The concerns of Parents are reflected in the decisions affecting our school.		4.11	
Teachers regularly communicate with parents of their students.		4.06	4.33
It's easy to get an appointment to meet with a teacher.		4.35	
Progress reports concerning my son/daughter are adequate.		4.17	
Teachers use a variety of strategies and learning activities to help students learn.			4.67
Students are given a sufficient amount work to help them succeed with their studies.			4.11
The availability of teaching materials and supplies is adequate to support good teaching.			4.33
The school's facilities are adequate to support the instructional program.			4.38
Parent's take an active role in their student's education.			3.50
Teachers have a common sense of mission.			4.56
Teachers have a major role in curriculum development.			4.78
The availability of staff development to support my instructional needs in adequate.			4.56
The faculty's instructional load is equitably divided.			4.56
Class size does not limit instructional effectiveness.			4.89
Teachers are provided adequate time to prepare for teaching.			4.63
Teachers have the freedom to present conflicting views on controversial issues.			4.89
When I need to talk to an administrator, I can do so with relative ease.			4.89
If I have a discipline problem, the administration gives me the support I want.			4.44
The principal is fair and open with teachers.			4.89
The principal is appropriately in contact with teachers.			4.89
All things considered, I am satisfied with being a teacher.			4.67

III. School Improvement Plan

Introduction

By analyzing feedback and survey results from students, parents, and teachers, Bending Oaks High School has identified four areas to focus on for school improvement.

In the area of student learning, the goals are to increase:

- critical thinking and reasoning skills
- drug awareness

To measure student mastery of critical thinking and reasoning skills, students were given a survey to define the areas of intelligence used most. Baseline scores were collected for the following seven categories of intelligence for every student: word, logical, spatial, kinesthetic, musical, interpersonal, and intrapersonal. Initial surveys found that, overall our students use musical, spatial, and kinesthetic intelligence the most and logical and intrapersonal intelligence the least. Students will be surveyed at the end of the school year to see if they have broadened their areas of intelligence.

Students were given a survey to establish their current level of drug awareness at the beginning of the school year. The average score was 73% out of 100%. One third of students scored below 70%. The baseline survey supports the need for additional drug education. Students will be surveyed again at the end of the school year to gauge the effectiveness of our drug education program.

In the areas of instructional and organizational effectiveness , the goals are to:

- provide a more diverse curriculum
- increase communication

Student and parent surveys and feedback indicate that more hands-on, creative classes are needed, particularly media and music classes. To increase elective choices existing physical space needs to be modified. Student feedback will guide space plans. A more diverse elective curriculum and modified space will be operational by August 2007. Surveys will determine the satisfaction rate for the project.

Opinion survey results indicate that many parents would like to be more involved in their students education and that teachers too desire more parent involvement. Opportunities for communication will be greatly increased to facilitate parent involvement. Opinion results for 2006 will indicate the level of success.

Action Plan #1

Desired Results for Student Learning: Increase Mastery of Critical Thinking and Reasoning Skills

Goal: Students will learn more efficiently and achieve higher grades

STEPS	TIMELINE	RESOURCES	RESPONSIBLE PERSONNEL
<p>All school staff will take part in ongoing in-service training related to learning theory and practices.</p> <p>Students will be tested upon enrollment and at the beginning of each school year to determine areas of strength and weakness.</p> <p>Thinking and reasoning skills curriculum will be presented to students on a regular basis.</p> <p>Students will be given opportunities to work individually and in groups on problem solving activities.</p> <p>Students will be tested at the end of each school year to quantify increases in various skills. These scores, along with final grades, will be used to assess results.</p>	<p>Beginning in the 2005-06 school year and continuing.</p>	<p>Guest Speakers</p> <p>Staff In-Service</p> <p>\$250.00 for materials & curriculum supplements</p>	<p>Principal and all teachers.</p>

Action Plan #2

Desired Results for Student Learning: Increase Drug Awareness
Goal: Students will make better choices.

STEPS	TIMELINE	RESOURCES	RESPONSIBLE PERSONNEL
<p>Assess current drug awareness of student population for baseline.</p> <p>Schedule speakers/programs, which emphasize drug awareness issues.</p> <p>Periodically distribute printed materials to students and parents.</p> <p>Refer students to counselors when appropriate.</p> <p>Continue to request drug tests when appropriate.</p> <p>Re-evaluate at the end of each school year.</p>	<p>Beginning in the 2005-06 school year and continuing.</p>	<p>\$500.00 per school year</p> <p>Unistat Lab for screening</p> <p>Solutions Outpatient Services</p> <p>Guest speakers in recovery</p>	<p>Director</p>

Action Plan #3

Desired Results for Student Learning: Expand Elective Course Offerings

Goal: Provide a more diverse curriculum

STEPS	TIMELINE	RESOURCES	RESPONSIBLE PERSONNEL
<p>Identify desired additional courses of interest.</p> <p>Verify that courses of interest meet TEA standards.</p> <p>Modify existing space to accommodate curriculum changes.</p> <p>Employ appropriate staff.</p>	<p>2005-2007, next two school years.</p>	<p>Additional staff</p> <p>\$10,000 for construction and equipment.</p> <p>Student feedback</p>	<p>Director and President of Corp.</p>

Action Plan #4

**Desired Results for Instructional and Organizational Effectiveness:
Increase Parent/School Communication**

Goal: Parents will be better able to support the educational programs of the school.

STEPS	TIMELINE	RESOURCES	RESPONSIBLE PERSONNEL
<p>Schedule Parent/Teacher breakfast open house each six weeks.</p> <p>Schedule and publish office hours/planning periods and e-mail addresses for teachers.</p> <p>Invite parents to participate in field trips.</p> <p>Encourage all parents to utilize our on-line grading system and register their e-mail addresses so that we can contact them frequently.</p> <p>E-mail news to parents frequently.</p> <p>Re-Survey parents and teachers at the end of the school year.</p>	<p>Beginning in the 2005-06 school year and continuing.</p>	<p>Ed-line software</p> <p>\$400.00 catering for functions</p> <p>Feedback from parents and teachers</p>	<p>Administration</p>

Means of Evaluating the Effectiveness of the School Improvement Plan

A. Evaluating the Target Area Goals for Student Learning

Goal 1: Students will learn more efficiently and achieve higher grades

- Review student performance and academic progress
- Observe students
- Teacher feedback
- Student feedback

Goal 2: Students will make better choices

- Compare statistics from previous years
- Staff evaluation of student behaviors
- Student feedback
- Peer feedback
- Student self assessment

B. Evaluating the Target Area Goals for Instructional and Organizational Effectiveness

Goal 1: Provide a more diverse curriculum

- Student surveys
- Documentation of new courses
- Evaluation of new courses

Goal 2: Parents will be better able to support the educational programs of the school

- Parent feedback
- Teacher feedback

C. Evaluating the Effectiveness of the School Improvement Plan

- Continual staff evaluation of the plan's effectiveness
- Survey students, parents and teachers annually
- Evaluation of student progress in target goal areas