

Beeville Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Together, we empower today's students to be tomorrow's leaders.

Vision

Inspiring bold innovative leaders.

Core Beliefs

- Integrity
- Innovation
- Positive Attitude
 - Leadership
 - Achievement
- High Expectations

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Beeville ISD Community is a proud community that boasts of the successes of the students, staff, and community. It is a place where the citizens of Beeville always return home to serve and give back to the community. The Beeville ISD includes students from within and around Bee County in Beeville, TX. Beeville ISD has 5 campuses consisting of 1 Early Childhood Center, 2 elementary campuses, 1 junior high school, and 1 high school campus. Beeville has a diverse population of students consisting of the following demographics:

African American: 2.4%

Hispanic: 83.5%

White: 12.6%

Two or more races: 1.5%

The district consists of approximately 88% low socio-economic status (free and reduced lunch). The district has a small percentage of students who are classified as English Language Learners (ELL) at 2.5%. BISD also has a special education enrollment of 382 students. That percent makes up approximately 12% of the entire student population.

Over the past five years, Beeville ISD has experienced a decrease in student enrollment. The district has noticed this trend and has put measures in place to recapture students zoned to attend Beeville ISD.

Beeville ISD offers multiple opportunities for students who aspire to attend a four year university, vocational school, college or pursue a career through our CTE (Career and Technical Education) programs and our Dual Credit college courses. Inspiring Bold innovative leaders is not just a mission but is a belief that starts at the elementary level, then flows through our Learners2Leaders program. BISD prides itself in the two district academies, The Joe Barnhart Academy with a STEAM (Science Technology Engineering Math) focus and our HPMA (Health Professions Magnet Academy). The district is currently expanding programming to include STEM at the elementary levels as well as the Early College High School that will both begin in fall 2022 academic school year.

Staff Summary

The Beeville ISD staff consists of 447 faculty and staff. 46% of our staff consists of teaching staff while 43% serve as support staff. Over the last three years, we had a teacher turnover rate of 24%. We have noticed this trend and continue to work on solutions to reduce staff turnover.

Demographics Strengths

Demographic Strengths

- Although BISD has had declining enrollment over the years BISD is the largest district in the area
- Beeville ISD also serves as a leading financial employer in the community
- BISD continues to serve as an innovative district inspiring bold leaders.
- BISD has graduates that leave the system and return back to serve in the community

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statements Identifying Demographic Needs Problem Statement I: Beeville ISD has strengths as a district building community and pride, however, we have to intentionally plan to recruit and retain our students that live within BISD boundaries. **Root Cause:** Root Cause: Beeville ISD needs to clearly diagnose why students and families are not selecting BISD for their school of choice.

Problem Statement 2: The external community perspective is that surrounding school districts are better than BISD offering more innovation and smaller class sizes. **Root Cause:** Beeville ISD needs to promote and celebrate the various student opportunities available to students within BISD and in neighboring communities to show why families and students should choose BISD.

Problem Statement 3: Attendance in following subgroups: Hispanic 93.1 White 93.4 Asian 98% Special Education 91.5% Econ. Dis. 92.9% **Root Cause:** Lack of importance in their own education and parental knowledge of their child's progress along with exposure to what the district offers to their child's education.

Student Learning

Student Learning Summary

Due to the COVID-19 disruption to the school year, Governor Abbott waived the accountability for the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2020-21 school year. Students were able to take the STAAR test this year, the district utilizes the results to measure student academic progress.

Reading on Grade Level is an important leading measure for the success of our students in high school and post-secondary settings. In 2021-22, BISD continued to monitor student's reading progress and identify students in need of additional support in reading using the district adopted reading universal screener assessment provided through MClass grades K-5 and Fastbridge for students in grades 6-12.

Leading Measures for College, Career, and Military Readiness - A number of leading measures for College, Career, and Military Readiness were explored. The most recent data for each was used to examine the outcomes of systems and processes in Beeville ISD designed to ensure that all of our students are well-prepared to enrich our world and excel in a global society and that each student is challenged, encouraged, and supported to achieve the highest level of knowledge, skills, and character. Dual Language Participation - Bilingualism and Bi-literacy is an important 21st-century skill. BISD now offers LOTE (Languages other than English) in grades 1-12. Middle School Students Earning High School Credit- The percentage of middle school students earning high school credit can be seen as a leading measure for success in high school and beyond. In BISD we offer a number of opportunities for students to take high school credit-bearing courses in middle school in mathematics, world languages, and technology. District-funded PSAT 2020-21 - BISD offered an opportunity in the spring of 2021 in grades 8-11. Testing opportunities related to college and career readiness were offered during spring 2020 in the following grade levels: The PSAT 8th and 9th graders and the PSAT and NMSQT (taken by 10th & 11th graders). Research has shown that students who take AP courses “attend college at higher rates (Chajewski, Mattern, & Shaw, 2011; Wyatt & Mattern, 2011), earn higher grades in college (Keng & Dodd, 2008; Morgan & Klaric, 2007; Murphy & Dodd, 2009; Patterson, Packman, & Kobrin, 2011; Shaw, Marini, & Mattern, 2013), are less likely to drop out of college (Mattern et al., 2009; Wyatt & Mattern, 2011), and graduate from college at higher rates than non-AP students (Mattern, Marini, & Shaw, 2013)” (Warne, 2017). BISD continues to offer AP, CTE, dual credit (district purchases books for dual credit) CTE certification is also paid for by the district.

SAT/ACT Participation and Performance: Another leading measure for post-secondary success is the number of students taking college entrance exams (SAT or ACT). Completing these exams in high school has been shown to significantly correlate to the percent of students who go directly to college. While this data is not yet available for the class of 2021, College, Career, and Military Readiness Measures - BISD continues to track a variety of measures that help us identify the level of College, Career, or Military readiness for our graduates. These are generally lagging measures that help us continually improve our system. Industry-Based certifications are a validation that an individual possesses certain skills. These are usually related to occupation and measured against a set of accepted standards. An occupation may have multiple certifications, with different levels of expertise. In the Texas accountability system, students can be recognized as career-ready if they achieve one or more approved industry-based certifications across 13 career clusters. TEA is continually updating the list of approved industry-based certifications for accountability purposes. Beeville ISD continues to see a significant rise in the number of students and the total number of industry-based certifications earned.

Student Learning Strengths

- Beeville ISD prioritizes literacy as a focus and foundation of our instruction. The district hired literacy coaches to ensure our efforts in elementary are focused on literacy throughout every level of our district.
- Due to ESSER funding, we are hiring more campus interventionists specifically for science and math to assist with acceleration due to learning loss.
- Beeville ISD also provides the SAT Suite of Assessments to all 8th through 11th grade students free of charge.
- BISD also focuses on access to College, Career, Military, Readiness (CCMR) components such as TSI, Dual Credit, AP (Advanced Placement) courses and exams, CTE courses, and certifications.
- Foundational programs are also being established at the junior high level to increase access and success when students attend high school.
- The district is also in process of establishing an elementary STEM program to bring K-12 alignment for all students as they explore college, career, and military. Beeville ISD recently adopted an ELA curriculum to align us from PreK through first grade. This past year a math curriculum was recommended by the committee and will be

implemented when the new TEKS are approved by the state of Texas. Science is in the process of review this year with our district leaders and committee for the academic school year.

- Beeville ISD is also in the planning stages to open an Early College High School to increase the pathways to college.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 1. There is a lack of vertical and horizontal alignment in our district curriculum and resources from K-12. 2. Curriculum purchases will be vetted to align curriculum to best practices. **Root Cause:** Campuses have been selecting their campus resources & not communicating their needs. This has caused a lack of alignment. Vertical or horizontal team meetings were held to align the curriculum and materials until August 2021.

Problem Statement 2: BISD students need additional assistance to reinforce TEKS and district curriculum in order to meet state standards. Only 64% of students passed reading and 72% passed Math. PK- 12 grade students. **Root Cause:** Students throughout the district require additional paraprofessional, intervention, and literacy coaching support to close achievement gaps. Due to Covid closures, student learning gaps have increased. Therefore, the need for additional support from paraprofessionals, interventionist, and literacy coaching will allow our students to close learning gaps.

Problem Statement 3: Student mental illness has affected their learning. An additional counselor to support the social/emotional will allow the students to receive counseling support. **Root Cause:** Due to the pandemic, students require additional social/emotional counseling support.

Problem Statement 4: Teachers need additional support with curriculum and teaching strategies. The support of instructional coaches will support teachers academically through one to one instructional coaching. **Root Cause:** Students exhibit learning loss due to the pandemic. Students lost a year and a half of face to face instruction.

Problem Statement 5: Teachers continue to need additional coaching from peers **Root Cause:** Teachers continually need staff development to meet the needs of their students in all subject areas. Along with staff development, teachers look to their peers for coaching. The use of Campus Instructional Leadership Teams will help address the coaching needs of teachers on each campus.

District Processes & Programs

District Processes & Programs Summary

Beeville ISD will focus on the following based on the feedback from the DEIC committee 1) recruiting and retaining high quality educators; 2) identifying and developing CILT team members to build capacity within the district; 3) providing counseling support to students regarding course selection including CCMR guidance and a plan when students will take TSI, ACT or SAT; 4) implementing high quality curriculum through effectively planned lessons. Lesson plans will include integration of technology, and support to all stakeholders to successfully utilize newly acquired technology.

Personnel

The teacher turn over rate for BISD is 24%, this is higher than the state average. New teacher salaries were raised in 2016-2017 and a new teacher hiring bonus was implemented to attract new hires. This action has not had a positive effect on new teacher retention rate. The last two years BISD has offered sustaining teachers a bonus for remaining with the district. Being in a rural area, Beeville struggles to retain and recruit high quality educators.

Professional Practices

CILT (**Campus Improvement Leadership Team**) members have played an important role at both the campus and district level during their two year seat. For the last three years campus CILT members have participated in campus learning walks. The findings of these walks have driven campus professional development. Often the professional development is led by the CILT members themselves. For this reason, there is a need to update and revise the selection process of campus CILT members as well as developing each CILT member utilizing leadership development structures. These leadership structures will provide a clear vision of what is expected of a BISD CILT member.

Programs and Opportunities for Students

In 2020-2021 AC Jones High School became a TSI testing center. Our school counselors at both Moreno Junior High and AC Jones High School will provide counselors to help students choose a graduation path and the courses needed to fulfill that goal. Counselors at both campuses will work with students to guide them through the CCMR options available as well as scheduling students to take the TSI prior to graduation so they are post secondary ready.

Curriculum

BISD has updated the ELA curriculum with the realignment of the ELA TEKS in 2019-2020. We are utilizing one resource K-12 to support vertical alignment in ELA. There is a need to update our Math, Science and Social Studies curriculum to reflect the move toward blended learning and utilizing technology to enhance instruction. Although we have been using the TEKS Resource System for content YAG, scope and sequence, and specificity of the TEKS, teachers could benefit from additional support and training as to how to use the TEKS Resource System when planning lessons. During the 2020-2021 school year we utilized grant funds to purchase additional technology for both staff and students. We are in need of technology integration support for teachers and all stakeholders to utilize the new acquired technology to meet the instructional needs of our students.

District Processes & Programs Strengths

- Beeville ISD provides new teacher bonuses and new teacher stipends for working in BISD and for multiple high needs certifications.
- Beeville ISD provides a teacher retention incentive for faculty and staff that remain in BISD.
- CILT members, teacher leaders, are instrumental in driving focused professional development for each campus.
- BISD has its own TSI testing center for junior high and high school students who need TSI compliance for CCMR.
- Beeville ISD updated its ELA curriculum in 2019-2020 and is in the process of updating the district math curriculum.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: We have a strong belief and knowledge that teachers are essential for student achievement, and having the teachers we have invested in financially and through professional development, we must retain them. **Root Cause:** Beeville ISD needs to continue to improve teacher retention by providing more support, resources, and professional development to our teachers and district administrators.

Problem Statement 2: We have a strong belief in building leadership capacity with our teachers, administrators, and those aspiring to other positions and professional growth. **Root Cause:** Teachers and leaders need more support and professional learning in leadership and exposure to opportunities outside of their current roles to build leadership capacity (Hire from within).

Problem Statement 3: 1. There is a lack of vertical and horizontal alignment in our district curriculum and resources from K-12. 2. Curriculum purchases will be vetted to align curriculum to best practices. **Root Cause:** Campuses have been selecting their campus resources & not communicating their needs. This has caused a lack of alignment. Vertical or horizontal team meetings were held to align the curriculum and materials until August 2021.

Problem Statement 4: Attendance continues to decline for the district. **Root Cause:** It is necessary for parents and students to understand the value of education. Parental engagement of their child's education is critical so that parents are aware of what their child is learning at school and ways they can assist their child to be successful in school.

Perceptions

Perceptions Summary

Summary Focus on Student Experience - Student attendance and parental engagement are critical for student learning. In order to be successful in school students must be present for classroom instruction. Students need emotional support so that they can be successful in their community and in their continued college careers. Parental involvement and engagement is instrumental in our student's success. The District feels it is imperative to create and maintain good community relations to encourage and foster a sense of cohesiveness and pride in the community. Improving campus culture and climate is also critical in involving all stakeholders in our district's vision, mission, goals, strategies, and values that focus on a safe environment and high expectations. Data also reveals that there is an increase in student discipline in the second recording period. In order to maintain our district staff, and recruit new teachers a new teacher mentor program is essential to their retention along with a competitive salary for retention of personnel. A continued focus on these perceptions is needed to support the district in better understanding our current reality and to drive system changes to support our students, staff, and parents.

Perceptions Strengths

- Beeville ISD teachers and staff feel supported.
- Beeville ISD Communications efforts (Facebook Live, Twitter, Instagram, etc) gave parents, community, teachers, and students the opportunity to keep up to date on Covid-19 changes, and updates on the district.
- Beeville parents appreciated the drive-by make-and-take activities as it gave them an opportunity to engage in their student's learning.
- BISD provided on-line training for parents for technology and received positive feedback as well.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance in following subgroups: Hispanic 93.1 White 93.4 Asian 98% Special Education 91.5% Econ. Dis. 92.9% **Root Cause:** Lack of importance in their own education and parental knowledge of their child's progress along with exposure to what the district offers to their child's education.

Problem Statement 2: Attendance continues to decline for the district. **Root Cause:** It is necessary for parents and students to understand the value of education. Parental engagement of their child's education is critical so that parents are aware of what their child is learning at school and ways they can assist their child to be successful in school.

Problem Statement 3: While Beeville ISD has strengthened processes for creating and sustaining positive learning environments, there are identified needs to enhance processes for creating enriching , culturally responsive, and supportive environment for all learners. An at-risk/attendance officer will offer closer monitoring of our at-risk students. Students will be monitored and tracked for attendance. **Root Cause:** Beeville ISD needs clearly defined systems, processes, and professional learning for identifying and documenting barriers and the effectiveness of specific supports addressing the needs of our diverse student population including the needs for enrichment, challenge and intervention.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Parent/Community Data

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

Goals

Goal 1: Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available in BISD.

Performance Objective 1: BISD will maximize academic growth for each student through programs rooted in literacy and mathematics to increase academic success.

Targeted or ESF High Priority







HB3 Goal

Evaluation Data Sources: Increase in % of students meeting or exceeding STAAR Growth measure (as available)

Increase in % of students involved in CTE programs

Increase in % of students demonstrating growth in reading as measured by mClass and Fastbridge

Increase in math skills from BOY to BOY as measured by assessments within district-adopted math screeners (Education Galaxy and Fastbridge)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to enhance core instruction in the classroom with a focus on Teach Like a Champion instructional strategies.</p> <p>Strategy's Expected Result/Impact: Students will reach the STAAR/EOC goal for 2022 in Reading & Math of 77% of all students will score at the Approaches measure</p> <p>Staff Responsible for Monitoring: campus teachers and leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen instructional leadership capacity of campus leaders through the use of bite sized professional development dispersed at regularly scheduled meetings and through regular coaching conversations.</p> <p>Strategy's Expected Result/Impact: grow campus leaders by providing support for frequent targeted PD and coaching</p> <p>Staff Responsible for Monitoring: Superintendent, Chief of Staff, L & I team</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available in BISD.






Performance Objective 2: The percentage of students reading on or above grade level in grades K through 8 will increase as measured by the district approved reading instruments.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Increase in the % of K-5 students reading on grade level using mClass and reading assessments from BOY to EOY. Baseline: 40% in 2021 were at or above level on BOY test, 48% were at or above level on EOY test; Target for 2022 is 50% at or above on BOY and 60% on EOY test. (Source: District mCLASS Summary Reports)

In 6th -8th grade, Fastbridge will be utilized to increase the % of students reading on grade level. Baseline 46% at or above

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the district provided Reading Curriculum, Pearson Reading, and the scope and sequence that comes with the resource to ensure all of the support/supplemental materials can be utilized to support growth in all students.</p> <p>Strategy's Expected Result/Impact: Students will show growth in Reading when comparing the results of BOY to EOY universal screener (mCLASS)</p> <p>Staff Responsible for Monitoring: campus leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 2: BISD will implement faculty and staff recruitment, retention and capacity-building strategies that decrease employee attrition.

Performance Objective 1: BIDS will create a work-force culture where employment dissatisfaction ratings decrease from 10% to 2% by 2024.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Surveys, exit interviews, verbal interactions

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct work-place satisfaction surveys with all employees. Strategy's Expected Result/Impact: Establish baseline data for employee satisfaction. Staff Responsible for Monitoring: District & Building Administration. Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Consistently conduct exit interviews with employees who resign, retire, non-renewed, and or terminated. Strategy's Expected Result/Impact: Establish baseline data for employees who have separated from the District. Staff Responsible for Monitoring: Human Resources & Talent Management, District and Building Administration. Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
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Goal 2: BISD will implement faculty and staff recruitment, retention and capacity-building strategies that decrease employee attrition.

Performance Objective 2: BISD will provide data that substantiates how strategies focused on recruiting, employing, developing, engaging, and retaining high capacity, effective employees have resulted in attrition rates decreasing from 17% to 5% by 2024.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Exit interviews, resignations, terminations, and non-renewals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Annually analyze, compare and contrast retention data regionally, locally and nationally.</p> <p>Strategy's Expected Result/Impact: To provide empirical data regarding progress toward anticipated retention levels.</p> <p>Staff Responsible for Monitoring: Human Resources & Talent Management, District & Building Administration.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 2: BISD will implement faculty and staff recruitment, retention and capacity-building strategies that decrease employee attrition.

Performance Objective 3: BISD will develop a mentoring program that results in new-teacher preparedness ratings increasing from 75% to 100% by June 2024.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Teacher appraisals, exit interviews and survey data.




Strategy 1 Details	Reviews			
<p>Strategy 1: Annually conduct performance preparedness surveys with new teachers.</p> <p>Strategy's Expected Result/Impact: New teachers being retained in the district by becoming tenured/term/continuing.</p> <p>Staff Responsible for Monitoring: Mentors, Human Resources & Talent Management, District and Building Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
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Goal 3: BISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths





Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase yearly.

HB3 Goal

Evaluation Data Sources: Utilize the CCMR indicators, that are reported annually to monitor progress and show growth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student performance on PSAT, SAT, ACT and TSI by offering opportunities for students to access preparation materials.</p> <p>Strategy's Expected Result/Impact: Increase student performance on exams</p> <p>Staff Responsible for Monitoring: Campus Administration, counselors and teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of students' junior year, all students will participate in the TSIA2 assessment.</p> <p>Strategy's Expected Result/Impact: Increase in TSIA2 participation resulting in improved CCMR</p> <p>Staff Responsible for Monitoring: Campus Administration, counselors and teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase industry certification for all CTE programs relevant to the TEA (CCMR) and Perkins list, as well as the industry workforce and community</p> <p>Strategy's Expected Result/Impact: Increase the number of TEA, Perkins and industry workforce community certifications</p> <p>Staff Responsible for Monitoring: Campus Administration, counselors and teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase dual credit opportunities and articulation agreements between CBC and Delmar and BISD.</p> <p>Strategy's Expected Result/Impact: Number of articulations and dual agreements with 2 year colleges</p> <p>Staff Responsible for Monitoring: Campus Administration, counselors and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June








				
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Goal 4: BISD will provide all students a safe, drug free, environment that is conducive to learning.

Performance Objective 1: BISD Police Department will provide professional learning and training to ensure all BISD staff are aligned in our safety protocols and procedures.







Evaluation Data Sources: The Police Department will provide training throughout the year to educate 100% of staff on roles and responsibilities to ensure student and staff safety.

Strategy 1 Details	Reviews			
<p>Strategy 1: BISD PD will provide training on Standard Response Protocol (SRP) to all faculty and staff and Stop the Bleed to 100% of our faculty and staff.</p> <p>Strategy's Expected Result/Impact: Preventative training to ensure our staff and students are safe in the event there is a threat to our district, staff, and students.</p> <p>Staff Responsible for Monitoring: BISD Police Department</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BISP PD will provide training to parents and community stakeholders to ensure engagement and understanding of student safety.</p> <p>Strategy's Expected Result/Impact: Reduce the number of student safety issues from ___% in previous years to ___% for the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: BISD Police Department</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: BISD PD will implement the "Say Something" Program to provide a voice and vehicle for students to say something when it comes to threats, violence, or self-harm.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who feel empowered to share possible threats or violence to prevent harm to district, students, and staff. (Think of what data you will use to monitor this...).</p> <p>Staff Responsible for Monitoring: BISD Police Department</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: BISD will provide all students a safe, drug free, environment that is conducive to learning.

Performance Objective 2: BISD Police Department will provide leadership to our Threat Assessment Protocols for Beeville ISD in an effort to prevent threats (mental and physical) to BISD students.

Evaluation Data Sources: BISD PD along with all Campus Threat Assessment Teams will continue to build the program, and conduct more systematic assessment to better document, and serve our district.

Strategy 1 Details	Reviews			
<p>Strategy 1: BISD PD and our Social Worker will lead community engagement meetings to increase resources and access for BISD students and staff.</p> <p>Strategy's Expected Result/Impact: Increased mental health partnerships for BISD.</p> <p>Staff Responsible for Monitoring: BISD Police Department District Social Worker</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BISD will partner with Communities In Schools (CIS) to provide wrap-around services to support students and ensure they are in a safe conducive environment to learn.</p> <p>Strategy's Expected Result/Impact: Students social emotional and mental needs will be addressed to ensure a safe learning environment. CIS will provide data detailing their impact and number of students served. This will serve as baseline data for coming years.</p> <p>Staff Responsible for Monitoring: Learning & Innovation Team Chief of Staff Principals CIS Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
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Goal 4: BISD will provide all students a safe, drug free, environment that is conducive to learning.






Performance Objective 3: BISD Police Department will provide safety training for parents and other stake holders to help align BISD with our district community.

Evaluation Data Sources: BISD PD will develop and implement parent/community safety trainings, and provide these trainings throughout the academic year.

Goal 5: BISD will collaborate with parents and community to inspire students to be bold innovative leaders.

Performance Objective 1: BISD will increase the percent of stakeholders who feel engaged with and connected to the schools, district.







Evaluation Data Sources: Collect formative data from a series of surveys of key stakeholders including parents, teachers, staff, administration, and students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Liaisons will connect with families and provide them with learning strategies to assist their student at home.</p> <p>Strategy's Expected Result/Impact: Students and parents will work together to increase learner performance.</p> <p>Staff Responsible for Monitoring: Administration, central office, parent liaisons</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: BISD will collaborate with parents and community to inspire students to be bold innovative leaders.

Performance Objective 2: BISD will keep stakeholders informed through various in-person and online modes of communication.

Evaluation Data Sources: End-of-year survey distributed to internally (employees) and externally (families)

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold town hall meetings via in-person and online (Facebook Live) for the community to ask questions and provide feedback</p> <p>Strategy's Expected Result/Impact: Holding town hall meetings both in-person and online will increase accessibility and engagement with stakeholders</p> <p>Staff Responsible for Monitoring: Director of Communications, Myra Barrera</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Send communications via social media and mass messaging systems to keep stakeholders informed of district initiatives (i.e. Facebook, Instagram, Twitter, School Messenger)</p> <p>Strategy's Expected Result/Impact: Sending communications through social media and mass messaging systems will increase knowledge of important announcements made at the district and campus levels</p> <p>Staff Responsible for Monitoring: Director of Communications, Myra Barrera</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Bryce	Teaching Assistant	HMD	1
Ana Rodriguez	Spanish Teacher	ACJ - Spanish Stipend	1
Angelica Leal	ESL Teacher	HMD - ESL Stipend	1
Angelika Benavidez	Math Teacher	MJH - Math Stipend	1
Caitlin Bartosh	Math Teacher	ACJ - Math Stipend	1
Carmen Paul	Teaching Assistant	RAH	1
Cesar Cruz	Teaching Assistant	ACJ	1
Christina Espinoza	ESL Teacher	RAH -ESL Stipend	1
Deborah Duncan	Science Teacher	ACJ - Science Stipend	1
Denise Liserio	Literacy Coach	HMD	1
Dixie Millican	PK Assistant	HMD	1
Eric Soza	Math Teacher	ACJ -Math Stipend	1
Felicia Ramirez	Math Teacher	ACJ - Math Stipend	1
Frances Thomas	Reading Intervention Teacher	FMC	1
Garry Sugarek	Science Teacher	ACJ - Science Stipend	1
Gary Richards	Math Teacher	ACJ - Math Stipend	1
Irene Ruiz	PK Assistant	HMD	1
Karen Guerrero	ESL Teacher	FMC - ESL Stipend	1
Kathy Flowers	Special Education	ACJ - Sp. Ed Stipend	1
Kegan Perez	Science Teacher	ACJ - Science Stipend	1
Kelly Billington	Instructional Coaches	ACJ	1
Klaire DeLeon	Instructional Coaches	MJH	1
Lakesha Garza	PK Assistant	HMD	1
Laura Castillo	ESL Teacher	FMC - ESL Stipend	1
Leticia Duran	PK Assistant	MJH	1
Leticia Escamilla	Instructional Coaches	FMC	1
Maiden Esteves	Science Teacher	ACJ -Science Stipend	1
Manuel Gonzales	Math Teacher	ACJ - Math Stipend	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maribel Avila	Teaching Assistant	ACJ	1
Marsha Segovia	PK Assistant	HMD	1
Matthew Botello	Math Teacher	MJH - Math Stipend	1
Meredith Collier	ESL Teacher	RAH -ESL Stipend	1
Merika Hinojosa	Science Teacher	MJH -Science Stipend	1
Michelle Milton	PK Assistant	MJH	1
Nancy Brett	PK Assistant	HMD	1
Palmira Ruiz	Reading Intervention Teacher	RAH	1
Patricia Bartlett	Literacy Coach	FMC	1
Raven Watson	Science Teacher	ACJ - Science Stipend	1
Rebecca Hernandez	Math Teacher	ACJ - Math Stipend	1
Richard Webb	Truancy Officer, at risk of dropping out	District	1
Rita Stracener	Instructional Coaches	RAH	1
Rose Bruns	ESL Teacher	HMD - ESL Stipend	1
Roy Ramirez	Math Teacher	ACJ - Math Stipend	1
Selena Mendez	PK Assistant	MJH	1
Serena Mann	Credit Recovery Teacher	ACJ - Credit Recovery Teacher Stipend	1
Shawn Norquist	Literacy Coach	RAH	1
Sonia Rivas	Reading Intervention Teacher	HMD	1
Sonya Zertuche	Teaching Assistant	RAH	1
Stephanie Molina	ESL Teacher	RAH -ESL Stipend	1
Terry Foster	Science Teacher	ACJ - Science Stipend	1
Timothy Shockome	Science Teacher	ACJ - Science Stipend	1
Yolanda Franco	K Assistant	HMD	1