

## Beeville ISD: District Improvement Plan

District: Beeville ISD Org. 013901 Year: 2019-2020 to 2020-2021 Grades: PK-12

No.	District Goals	Progress RPT 1	Progress RPT 2	Final EOY	Goal Met? Y or N
1	Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available in BISD.				
2	BISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.				
3	BISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.				
4	BISD will provide all students a safe, drug free, environment that is conducive to learning.				
5	BISD will collaborate with parents and community to inspire students to be bold innovative leaders.				
No.	District Initiatives	Resources	CNA Section No.	Timeline	Title Funding in Resource? Y or N
1	Deep curriculum alignment using TEKS Resource System		2,3&7/1&10	Aug to May	N
2	Professional learning communities on all campus		2&7/1,4&9	Aug to May	Y
3	Targeted professional learning opportunities related to campus goals		2&7/3&4	Aug to May	Y
4	Student engagement: computer science K-12; expand AP/DC/CTE.		2/9&10	Aug to May	Y
5	Learningwalk protocol across all campuses		2&3/2&8	Aug to May	N
6	A strong focus on literacy and mathematics will be supported by the implementation of research based programs.		1&4/6	Aug to May	Y
7	Character / counseling programs to address character development; including training related to verbal aggression, sexual harassment, bullying, suicide prevention, conflict resolution, drug awareness, to include drugs and alcohol, and dating violence.		3/2	Aug to May	Y
8	Actively invite and recruit parents to participate in decision-making committees such as District-wide Title I Parent Advisory Committee (PAC), and Campus Level Site Based Decision Making Committees (SBDM), PTO, and Task-force or Focus Groups.		2,3,&4/9&10	Aug to May	Y
9	Provide staff development on both legal requirements and best practice for situations involving bullying, harassment, cyber safety, and abuse.		3/9&10	Aug to May	Y
10	To ensure compliance and fiscal responsibility the district will manage and oversee the appropriate use of state and federal funds, ensure compliance of funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.		1&3/10	Aug to May	Y
11	To ensure financial responsibility an annual review/monitoring of the progress of each campus served under Title I, Part A will be conducted using state and federal accountability data. The results will then be coordinated with the review of the CNA.		1&3/10	Aug to May	Y
12	To ensure full compliance with grant requirements, the district will conduct full and individual initial evaluations in accordance with IDEA laws and guidelines. This will include providing parents of special education students and students suspected of a disability, the Notice of Procedural Safeguards and the Guide to the Admission Review and Dismissal Process.		2/10	Aug to May	Y

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## Comprehensive Needs Assessment Narrative Summary

### Demographic Summary

The Beeville Independent School District serves students in Beeville, Texas. The local high school, A.C. Jones, houses students in grades 9<sup>th</sup> through 12<sup>th</sup>. Jones High school houses The Health Professions Magnet Academy which currently serves 41 students. Moreno Junior High and the Barnhart Academy serve 6<sup>th</sup> through 8<sup>th</sup> grade students. The academy is home to students that are challenged to achieve their highest potential through the use of rigorous and relevant activities. R.A. Hall and Fadden-McKeown-Chambliss Elementary Schools are 1<sup>st</sup> through 5<sup>th</sup> grade campuses, while Hampton-Moreno-Dugat Early Childhood Center houses the district's 3-year old program, Prekindergarten and Kindergarten. Student enrollment at Beeville ISD has fluctuated slightly over the past three years, with 3,335 students in 2017, 3,291 students in 2018, and 3,300 students in 2019.

### School Process Summary

At Beeville ISD high expectations are established for all students, whose number totals just over 3,300. From our preschool programs through our wide array of high school programs, Beeville schools offer a well-rounded, challenging curriculum for students. There is a strong emphasis on ensuring all students have the academic preparedness and soft skills so that our student are successful.

In order to ensure that all students master the Texas Essential Knowledge and Skills, the staff at BISD adjusts instruction processes that will support the students' needs. Through these modifications, which include academic support, our students are given the necessary tools and skills. We work hard to assert our instructional time is protected. Our staff and students are not pulled out of class unnecessarily. Professional Learning Communities [PLC] are a cornerstone of our instructional foundation. Time is allotted for teachers in elementary, middle, and high school so that planning, data disaggregation, and professional development is continual and most importantly, a priority. Learning walks are conducted monthly by a team of teachers and administrators. The data obtained through these walks assists campus staff with improving instruction and providing targeted professional development opportunities for staff.

### Student Academic Achievement Summary

A comparison of STAAR scores at the ALL student level show that the 2018 and 2019 scores increased in 4 of the 5 subjects. The largest change is in social studies with a 14% gain.

ALL GRADE LEVELS		
	2018	2019
READING	60	64
MATH	71	72
WRITING	65	66
SCIENCE	69	66
SOCIAL STUDIES	61	75

### Perception Data

BISD conducted a staff survey in the spring and in the fall of 2019. The survey questions included the following core values: positivity, attitude, leadership and high expectations. The survey consisted of 10 questions and that was sent to all staff. The result of the survey was disaggregated by question, and a comparison from spring 2018 to fall 2019 was made. Increases in all areas of staff services, preparation, support, and resources was noted.

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Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district, including how federal and state program funds will be used?
<ol style="list-style-type: none"> <li>1. Empowered, future-ready students willing to engage in digital learning experiences.</li> <li>2. Professional development for teachers including ambassador training, learning walk protocol, professional learning communities, ASDC Math Academy, and fundamental five.</li> <li>3. Strong teacher-administrator connections, very relational.</li> <li>4. Staff working together to achieve the district's goals and objectives.</li> <li>5. Student readiness for challenging / rigorous work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Systematic curriculum alignment implementation and monitoring, evidence the taught curriculum is clearly linked to TEKS.</li> <li>2. Evidence of processes for monitoring, evaluating, and ensuring mastery of TEKS/SEs.</li> <li>3. Campus leadership focused on developing effective, rigorous instruction.</li> <li>4. Provide staff resources and tools.[emphasis on technology]</li> <li>5. Systemic process to monitor student attendance.</li> <li>6. Distributed individual instructional coaching.</li> <li>7. Loss in enrollment to private and charter schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Execute a guaranteed and viable curriculum every day for every child; state/local funds will support TEKS Resource System implementation and tools.</li> <li>2. Execute instructional systems that ensure highest impact on instructional quality (e.g., Professional Learning Community, Student Mastery Trackers).</li> <li>3. Execute innovative curricula aligned to the TEKS to enhance student engagement and prepare students for a global economy.</li> </ol>

No.	Component documented in Title I campus-level planning minutes	Action Executed
1	Effective Schools Framework/Comprehensive needs assessment	May 2019
2	Schoolwide reform strategies	Ongoing
3	Highly qualified teachers	Ongoing
4	High quality, ongoing professional development	Ongoing
9	Activities to ensure effective additional student assistance	Ongoing
10	Coordination of other federal, state, and local programs	Ongoing

No.	CNA Section / Area of Focus
1	Demographics
2	School Process Data
3	Student Learning Data
4	Perception Data

Has a meeting been held to conduct a comprehensive needs assessment that includes a parent and other staff members?

Y or N

Y

Has this meeting been documented with signatures, an agenda, and minutes?

Y or N

Y

The district has a system to document evidence of DIP implementation and impact?

Y or N

Y

Reviewer: \_\_\_\_\_

Verifier: \_\_\_\_\_