

BEEVILLE INDEPENDENT SCHOOL DISTRICT

District Improvement Plan

Mission, Goals & Objectives 2011-2012

**Beeville I.S.D. is committed to providing
a positive school climate where all
students can successfully reach their
maximum potential.**

The amount of district funds budgeted for compensatory education is \$729,476.

BEEVILLE INDEPENDENT SCHOOL DISTRICT
Beeville, Texas

Mission and Goals

MISSION

Beeville ISD is committed to providing a positive school climate where all students can successfully reach their maximum potential. All students will have the opportunity to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas. Realizing that all children can learn and become good citizens, the teachers, administration, and support personnel of the Beeville Independent School District, in cooperation with parents and the community, will focus their resources on providing a quality classroom learning experience.

GOALS AND OBJECTIVES

Goal 1 All students will be exposed to a broad base of knowledge which will lead to self-empowerment.

Objectives:

- A. The district will ensure through its curriculum that all BISD students are prepared to master or exceed the Texas Essential Knowledge and Skills (TEKS).
- B. The district will meet or exceed state performance standards on required outside assessments.
- C. The district will support instruction beyond the basics to include the fine and performing arts.
- D. The district will continue to align instructional programs and assessments in the core content areas.
- E. The district will close the achievement gap among all subpopulations.
- F. Secondary campuses will provide the opportunity for students to understand and articulate two languages.
- G. Teachers and teacher assistants will be provided training in strategies which will improve student performance, improve classroom management and take into account students' needs / individual learning styles.
- H. Campuses will address interpersonal and intrapersonal skills that will contribute to students' healthy, confident lifestyles.
- I. Student attendance will be increased by at least one percentage point.

- J. The Effective Schools philosophy will be reviewed by the campuses and considered in all instructional programming.
- K. The district will continue to decrease the dropout rate annually with the ultimate goal of eliminating dropouts in B.I.S.D.

Goal 2 The district will increase positive public relations, community involvement, and meaningful parental involvement.

Objectives:

- A. An ongoing district level committee (District Education Improvement Council) will continue to help guide the district in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators.
- B. Each principal will ensure communication to parents regarding academic performance, attendance and discipline of students.
- C. Each campus will provide educational programs that strengthen parenting skills and help parents to provide educational assistance to their children.
- D. Parents and other members of the community will be partners in the improvement of schools.
- E. The district will provide to the media and through the district newsletter, accurate information on a timely basis.
- F. The district will continue to present adult and community education programs.

Goal 3 Technology and real-world experiences will be integrated into instructional activities.

Objectives:

- A. The district will continue to install and upgrade infrastructure for technology at all campuses.
- B. The district will provide direction and support for professional development and training of staff members which will improve student performance and enhance the work environment for employees.
- C. The district will continue to expand the number of teachers who integrate the Internet into instructional activities so that students can become communicators in a technological world.
- D. All campus principals will ensure that teacher training will be provided in appropriate instructional technology, following the district plan.
- E. All campuses will use student services software. Training will be provided as needed.
- F. The campuses will incorporate workplace/employability skills in instructional activities to include understanding financial responsibility and working with team members.

- G. The district will ensure that students graduate with skills that enable them to be responsible citizens and contributing members of society.
- H. Administrators will use technology to enhance efficiency in administrative work.
- I. The campuses will continue to provide a point of contact for technical support to ensure timely use of technology.

Beeville ISD District Improvement Plan
Ten Components Required for Schoolwide Title I Projects
No Child Left Behind Act

Beeville ISD is committed to the ten components for schoolwide Title I projects. Through the district planning and decision making process, all components are addressed. List below is each component and the corresponding pages in the district improvement plan where this component is met.

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| Component 1: | Comprehensive Need Assessment; pages 7, 11 |
| Component 2: | Schoolwide Reform Strategies (Scientifically Research-Based Strategies); pages 7, 8, 9, 13 |
| Component 3: | Instruction by Highly Qualified Teachers; pages 7, 8, 13 |
| Component 4: | High-Quality and Ongoing Professional Development (in accordance with Section 1119)(teachers, principals, and paraprofessional and, if appropriate, pupil services personnel, parents, and other staff); pages 7, 8, 10, 13 |
| Component 5: | Strategies to Attract High-Quality, Highly-Qualified Teachers; pages 7, 8, 10, 13 |
| Component 6: | Parental Involvement Strategies (in accordance with §1118); pages 11, 12 |
| Component 7: | Transition Activities for Preschool Children (see Hampton-Moreno-Dugat Early Childhood Center Campus Improvement Plan) |
| Component 8: | Inclusion of Teacher in Academic Assessment Decisions; signature page of district improvement plan |
| Component 9: | Assisting Students Experiencing Difficulties Mastering Proficient and Advanced Levels of Achievement Standards; pages 8, 9 |
| Component 10: | Coordination and Integration of Federal, State, and Local Services and Programs; pages 7, 8, 9, 10, 11, 12, 13 |

No Child Left Behind Act of 2001 Goals and Indicators

Performance goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.

1.1. Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (Note: Subgroups are those defined in section 1111(h)(1)(C)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged.)

1.2. Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment.

1.3. Performance indicator: The percentage of Title I schools that make adequate yearly progress.

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 and mathematics.

2.1. Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading on the State's assessment, as reported for performance indicator 1.1.

2.3. Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

3. Performance goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

3.1. Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2. Performance indicator: The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101 (34).)

3.3. Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

4. Performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1. Performance indicator: The number of persistently dangerous schools, as defined by the State.

5. Performance Goal 5: All students will graduate from high school.

5.1. Performance indicator: The percentage of students who graduate from high school each year with a regular diploma that reflects fulfillment of State academic standards and in the standard number of years, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

5.2. Performance indicator: The percentage of students who drop out of school after entering grades 7 through 12 (reporting also on the basis of the entry level cohort, and classifying students as "transfers" only after corroboration of their enrollment in a new LEA), disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

**Beeville Independent School District
District Improvement Plan
2011-2012**

District Goal 1: All students will be exposed to a broad base of knowledge which will lead to self-empowerment.

Evidence of Need with Supportive Data: From AEIS, the sum of grades 3 through 11 TAKS scores for 2010 indicates passing percentages of sub-populations on the English Language Arts, reading, math, social studies, science and writing tests were as follows: White – 75%, Hispanic –59%, African American – 58%, economically disadvantaged – 56%, special education—32% and Limited English Proficient (LEP)—38%, at risk—38%.

Performance Objective/Summative Evaluation Data: For subjects currently at or above 90% in TAKS scores, those scores will remain at 90% or above. For other TAKS scores that are currently below 90%, an increase of at least 5 percentage points will be realized. This includes these subpopulations: White, Hispanic, African America, economically disadvantaged, special education, limited English proficient, at-risk.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/End	Special Populations	Evaluation
1. Two vertical team meetings will be held during the 2011-2012. On the campus level, grade level meetings (Pre-K through 6), and department meetings (7-12) will be scheduled and held on a regular basis.	<i>Learning by Doing A handbook for professional learning communities at Work</i> ; R. DuFour, R. Dufour, R. Eaker, T. Many; 2006	Principals and Consultants	Local	100% of the professional staff will attend vertical team meetings. Agendas will demonstrate a commitment to a district vision of increased student achievement.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
2. District staff development; Effective Schools Correlates; Early Literacy; Credit Recovery; and Individual Graduation Plans for grades 6-12 will be used to meet the needs of the at-risk and sub populations, training on BISD Plan for Addressing Sexual Abuse in Children.	<i>Essential Reading Strategies for the struggling Reader: Activities for an Accelerated Reading Program</i> ; TEA; 2001. TAC 61.1051(b).	Principals, Counselors, Assistant Superintendent	Local	Scores of the benchmark tests given at the campus level will be disaggregated by economically disadvantaged and non-economically disadvantaged. ARD (Admission, Review and Dismissal) meeting minutes will show that students are working at or moving toward grade level instruction and assessment.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
3. Summer school and other forms of accelerated instruction will be held for grades K through 12, pending funding. The TPRI will be used to inform teachers of students' reading abilities and the possibility of dyslexia in grades K-2.	<i>Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement</i> ; W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principals, Consultants, Executive Director of Special Programs and Special Education	OEYP, AML, ARI, Title 1	Each summer school program will have specific evaluations that address academics and attendance. A compilation of the identified summer school outcomes for each program will reflect that 90 % of the expected outcomes were met. Results on the TPRI will be shared with parents and Board members, and will be reflected on the state required evaluations for the Accelerated Reading Initiative.	August, 2011 -- July, 2012	At-Risk, special education, LEP, subpopulations	
4. General training of staff in federal, state and local initiatives; new teacher training program; Student Assistance Teams; training in violence prevention.	N.C.L.B. Act	Principals, Consultants, Executive Director of Special Programs and Special Education, Assistant Superintendent for Curriculum and Instruction	Local, State and Federal	For subjects currently at or above 90% in TAKS scores, those scores will remain at 90% or above. For other TAKS scores that are currently below 90%, an increase of at least 5 percentage points will be realized. Scores for special education students on the TAKS, TAKS-Inclusive, TAKS-Modified and TAKS-Alternative will be reviewed to determine which students met ARD expectations on these assessments. The expectation will be that all students will meet ARD expectations.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
5. Curriculum for all subjects and grade levels will be reviewed and revised as needed.	Fullan, M. (2006). <i>Leading professional learning</i> . School Administrator, 63(10), 10-14.	Principals, Consultants, Assistant Superintendent for Curriculum and Instruction	Local, State and Federal	For subjects currently at or above 90% in TAKS scores, those scores will remain at 90% or above. For other TAKS scores that are currently below 90%, an increase of at least 5 percentage points will be realized. The number of students taking AP exams and the number of scores at 3 or above will be recorded.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
6. Dating violence policy and training (BQ(Legal)); Discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. Pregnancy Related Services are provided.	T.E.C. Chapter 37	Principals, Assistant Principals	Local; Local (SCE) \$1000 PRS instructional supplies \$300 PRS GED / tuition and fees \$500 PRS medical supplies \$1350 PRS travel for BISD staff members \$3000 PRS general supplies	The Chapter 37 PEIMS 425 discipline record will be reviewed. The Code of Conduct, revised as necessary, will be prominently displayed on the campuses. PRS/PEIMS documentation provided by 6 weeks.	August, 2011 -- May, 2012	At-Risk, special education, LEP, PRS subpopulations	
7. At Risk Programs and Drop Out Prevention	T.E.C. 29.081	Principals, Counselors, Executive Director for Special Programs and Special Education	Local, S.C.E.	The number of dropouts for the 2009-2010 school year will be compared to the number of dropouts for 2010-2011. The completion rate for students published in the AEIS reports will be reviewed.	August, 2011 -- May, 2012	At-Risk	
8. Student Attendance	Association for Effective Schools, Inc., retrieved from http://www.mes.org/correlates.html .	Principals, Clerks, Teachers, Truancy Officer	Local	Each campus will improve its attendance rate by at least one percentage point.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
9. By the end of the 2011-12 school year, all BISD students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.	NCLB §1119; §1112; §1114	Principals, Consultants, Assistant Superintendent for Curriculum and Instruction, Executive Director of Special Programs and Special Education, Deputy Superintendent of Personnel	Local, State and Federal	Personnel files, highly qualified worksheets, and principal attestations	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

District Goal 2: The district will increase positive public relations, community involvement, and meaningful parental involvement.

Evidence of Need with Supportive Data: More parent/community involvement in the educational process and training in parenting skills are needed in order to establish and maintain cooperative efforts among all responsible entities for the benefit of students.

Performance Objective/Summative Evaluation Data: Campus Improvement Plans and the District Improvement Plans for year 2011-2012 will document the representatives serving. The signature page for each document will demonstrate meeting this requirement.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
1. District and Campus advisory committees will have 2 parents, 2 business representatives and 2 community representatives. Other district and campus committees will have parent representation.	Doolaard, S. <i>Effective schools. School Effectiveness & School Improvement</i> Jun2007, Vol. 18 Issue 2, p241-244.	Principals and Consultants	Local	At a minimum, two parents, two business representatives, and two community members will serve on each Building Leadership Team and on the District-wide Education Improvement Council.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
2. Parent information, involvement and training, including Practical Parenting, will be offered on campus. Newsletters, website, the newspaper and other forms of media will be used to communicate with parents. Information will be provided on higher education opportunities for grades 6 through 12, including the TEXAS grant.	Center for Effective School Practices, retrieved from http://cesp.rutgers.edu/	Principals, Consultants, Superintendent, Assistant Superintendent for Curriculum and Instruction	Local	PPE training cycles as described in each campus' Campus Improvement Plan will be noted and evaluated in each campus' 2011-2012 Campus Improvement Plan Evaluation Report. Total attendance at events for parents will be collected. State assessment results will be provided to parents.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
3. Truancy Efforts; Services for Homeless Students	Rubin, R. (2004). <i>Building a Comprehensive Discipline System and Strengthening School Climate. Reclaiming Children & Youth</i> Fall2004, Vol. 13 Issue 3, p162-168.	Principals, Clerks, Teachers, Truancy Officer	Local	Each campus will improve its attendance rate by at least one percentage point.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
4. District/Community Efforts	<i>Creating Effective Schools: An In-Service Program for Enhancing School Learning Climate and Achievement</i> ; W.B. Brookover, F. J. Erickson, A.W. McEnvoy; 1996	Principals, Assistant Principals	Local	The Chapter 37 PEIMS 425 discipline record will be reviewed.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	

District Goal 3: Technology and real-world experiences will be integrated into instructional activities.

Evidence of Need with Supportive Data: The increased use of technology is needed to enhance and improve the delivery of instruction. Students must be prepared to be successful on the TEKS Technology Applications for each grade level. According to the Texas STaR (School Technology and Readiness) Chart, the district is at level 2.33 (Developing Tech) and the state goal is a level 4.0 (Target Tech).

Performance Objective/Summative Evaluation Data: The number of students enrolled in CATE courses during the 2010-2011 year will be compared to the number of students enrolled during 2011-2012. A 2% increase will be noted. Teachers will incorporate technology into the instructional setting. Students, with the teacher's direction, will meet or exceed the requirements for their grade level in the technology application TEKS.

Activity/Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start/ End	Special Populations	Evaluation
1. Information on careers will be included in regular classes at all grade levels. Career and Technology Classes will be offered in accordance with the state plan at AC Jones.	T.E.C. 29.181 and 29.183	Principals, Director of CATE and Consultants	Local, CATE	Career related activities will be noted in lesson plans. A list of campus-based career activities will be compiled and submitted to the office of Career and Technology Education.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
2. Technology Use/Staff Development on Technology	TEA School Technology and Readiness Chart	Principals, Consultants	Local	A record of teacher training will indicate that teachers have received the training in appropriate software applications, including the student support software.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	
3. Student Information System	TEC §42.006(b)	Principals, Clerks, District PEIMS Personnel	Local	Records of attendance and evaluations at training for all personnel will be kept.	August, 2011 -- May, 2012	At-Risk, special education, LEP, subpopulations	