

Bellville High School Campus Improvement Plan 2019 - 2020



Mission Statement

The mission of Bellville High School is to provide a high quality, well-rounded education that prepares all students for success.

Vision Statement

Bellville High School commits to developing an exceptional educational community which dedicates its resources to promoting high academic and moral standards. This commitment prepares our students to successfully compete in an ever changing

CAMPUS GOALS 2019 - 2020

- I. Bellville High School will meet state accountability goals as defined by TEA and Federal Accountability goals as defined by ESSA.**
 - A. All student accountability groups, grades 9-11, will achieve satisfactory levels of performance on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements.**
 - B. Students will be provided an instructional classroom that utilizes technology for the purposes of teaching and learning**
 - C. All students will explore and develop career pathways and post secondary opportunities**
- II. Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
 - A. Strategies will be implemented for all students who are identified as having a disability as defined by Special Education to provide an instructional classroom environment that meets their individual needs**
 - B. Strategies will be implemented for all students who are identified as Gifted and Talented and/or English Language Learners to provide an instructional environment that meets their individual needs**
- III. Bellville High School will encourage opportunities for parental and community involvement.**
 - A. Bellville High School will maintain the positive relationships developed with the local business community and other community groups**
 - B. Provide opportunities for parental/community involvement in school activities**
 - C. Provide awareness of post high school opportunities for all stakeholders**
- IV. Bellville High School will recruit, retain, and hire appropriately certified teachers as required by TEA**

- A. All teachers will complete the necessary requirements for appropriate state certification**
 - B. Bellville High School will strive to employ a faculty and staff that is reflective of the student population**
- V. Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members**
 - A. Provide a positive school culture and climate for students and staff**
 - B. The campus will achieve a 0% incidence rate for illegal weapons and other violent occurrences**
- VI. All Bellville High School students will graduate from high school**
 - A. The dropout rate for the high school will be less than 2%**
 - B. Attendance of students will be at 97% or higher**
- VII. Bellville High School will promote participation in extra-curricular academic competitions**
 - A. Recruit and increase student participation in UIL academic competitions**

Bellville High School Needs Assessment Data Fall 2018-2019 Demographics

Enrollment: 716 students (grades 9 – 12)

ENROLLMENT BY ETHNICITY		% Group	% Enroll	ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%	AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	3	0.42%	0.42%	ASIAN	2	0.64%	0.28%
BLACK / AFRICAN AMER.	71	9.92%	9.92%	BLACK / AFRICAN AMER.	62	19.75%	8.66%
HISPANIC / LATINO	192	26.82%	26.82%	HISPANIC / LATINO	154	49.04%	21.51%
WHITE	437	61.03%	61.03%	WHITE	88	28.03%	12.29%
HAWAIIAN / PAC ISLAND	1	0.14%	0.14%	HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	12	1.68%	1.68%	TWO OR MORE	8	2.55%	1.12%
TOTAL	716	100%	100%	TOTAL	314	100%	43.85%

ESL		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	1	3.70%	0.14%
BLACK / AFRICAN AMER.	0	0.00%	0.00%
HISPANIC / LATINO	33	97.06%	4.61%
WHITE	0	0.00%	0.00%
HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	34	100.00%	4.75%

AT RISK		% Group	% Enroll	SPECIAL EDUCATION		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%	AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	1	0.35%	0.14%	ASIAN	0	0.00%	0.00%
BLACK / AFRICAN AMER.	54	19.15%	7.54%	BLACK / AFRICAN AMER.	14	25.00%	1.96%
HISPANIC / LATINO	99	35.11%	13.83%	HISPANIC / LATINO	16	28.57%	2.23%
WHITE	121	42.91%	16.90%	WHITE	24	42.86%	3.35%
HAWAIIAN / PAC ISLAND	1	0.35%	0.14%	HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	36	2.13%	0.84%	TWO OR MORE	2	3.57%	0.28%
TOTAL	282	100%	36.39%	TOTAL	56	100%	7.82%

When the ethnicity of economically disadvantaged students is compared with the ethnicity of all students, Hispanic and African-American students are over represented. Hispanic students (in the 2018-2019 Fall Collection) are 26.8% of all students but, make up over 50% of the economically disadvantaged subgroup. The African-American students are 9.9% of all students but make up 20% of the economically disadvantaged subgroup. This over-representation of Hispanic and African American students in the economically disadvantaged subgroup continues to be a concern for the campus.

Bellville High School had, during the 2018-2019 Fall Collection, a student ethnic and racial distribution of 9.9% Black/African-American (up slightly from last year), 26.8% Hispanic/Latino (down slightly from last year), 61% White (unchanged), 0% American Indian/Alaskan (unchanged), 0.4% Asian (unchanged), 0.14% Hawaiian/Pacific Islander (unchanged), and 1.6% were students with Two or More Races (up slightly from last year).

Needs Assessment for the 2019-2020 School Year

Needs Assessment Testing Data

Groups Tested	ELA	Math	Writing	Science	Social Studies
All Students	75.7%	73.4%	N/A	87.3%	91.4%
African American	46.1%	52.3%	N/A	65%	63.6%
Hispanic	63.7%	78%	N/A	77.3%	90.9%
White	84.4%	79%	N/A	97.1%	94.7%
American Indian	-	-	N/A	-	-
Asian/Pacific Islander	*	*	N/A	*	*
Two or More Races	*	*	N/A	*	*
Special Education	14.2%	25.9%	N/A	58.3%	36.3%
Econ Disadvantaged	62.2%	67.2%	N/A	76.3%	86.7%
LEP	18.7%	53.8%	N/A	58.3%	50%

*Indicates results are masked due to small numbers to protect student confidentiality.

**When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

-Indicates there are no students in the group.

Recent Graduation Rates

Groups Measured	Class of '17	Class of '16	Class of '15
All Students	98.80%	97.80%	98.00%
African American	100%	90.0%	93.30%
Hispanic	100%	100%	96.80%
White	98.20%	97.70%	99.00%
Eco. Disadvantaged	97.20%	100%	93.90%

Class of 2016 Campus Five-Year Longitudinal Graduate and Dropout Rates Summary (Gr. 9 – 12)

Student Groups	Graduate s	Continuers	GED	Dropouts
	Rate		Rate	Rate
	Rate	Rate	Rate	Rate
All Students	98.60%	0.00%	0.00%	0.00%
African American	100%	0.00%	0.00%	0.00%
Hispanic	100%	0.00%	0.00%	0.00%
White	97.7%	0.00%	0.00%	0.00%
Economic Disadv.	100%	0.00%	0.00%	0.00%
Special Education	100%	0.00%	0.00%	0.00%
LEP**	*	*	*	*

Class of 2015 District Five-Year Completion Summary (Gr. 9 – 12)

Student Groups (Analysis groups are those with an 'X')	Graduates	Continuer s	GED Recipients	Dropouts (4-yr)	Graduate s or GED	Graduated , Continued or GED
	Rate	Rate	Rate	Rate	Rate	Rate
All Students	98.00%	0.00%	0.00%	2.00%	98.00%	98.00%
African American	93.30%	0.00%	0.00%	6.70%	93.30%	93.30%
Hispanic	96.80%	0.00%	0.00%	3.20%	96.80%	96.80%
White	99.00%	0.00%	0.00%	1.00%	99.00%	99.00%
Native American	*	*	*	*	*	*
Asian/Pac Island	-	-	-	-	-	-
Econo Disadv.	93.90%	0.00%	0.00%	6.10%	93.90%	93.90%
Special Education	100%	0.00%	0.00%	0.00%	100%	100%
LEP	*	*	*	*	*	*

Recommendations

- Tutoring in the core subject areas helped students who had previously failed EOC meet the passing standard. Also 95.9% of 2019 seniors met EOC requirements. We will continue to offer EOC specific tutoring to those students who did not meet the passing standard.
- Identified students will be assigned a remedial class period during the school day, in the content area, as well as having the after-school EOC tutorial option.
- Attention will be given to all students to increase the attendance rate to 97%.

Attendance

The attendance rate for 2018-2019 was 96.5%, which was a .08% decrease from the 2017-2018 school year. Emphasis and focus will be placed on at-risk students.

Ethnicity	% Attendance
African American	93.3%
Hispanic / Latino	96.6%
White	96.9%
American Indian	0.0%
Asian/Pacific Islander	98.6%
Two or More	95.2%
Campus	96.5%

We fell short of our goal of 97% by only 0.5%. We are continuing with the exemption policy for semester exams for those students that have excellent attendance. This policy has helped our attendance rate go up in the past by serving as a motivational tool to encourage daily attendance.

TELPAS

Of the 34 LEP students at Bellville High School, 3.4% scored at the Beginning Level, 38% scored at the Intermediate Level, and 50% scored at the Advanced Level, and 8.8% of the students scored Advanced High.

Technology

We will continue the “Bring Your Own Device” policy that has been implemented in BISD. The students can bring any internet enabled device/phone/tablet. These devices are to be used at the discretion of the classroom teacher. Mobile Chromebook carts consisting of 30 Chromebooks is available for teachers to check out. Multiple access points are available for wireless internet coverage throughout all buildings. All classrooms have a smart board that allows teachers to have interactive lessons.

Curriculum and Instruction

All teachers at BHS that teach core courses will use the TEKS Resource System to ensure the curriculum they are teaching is aligned with state standards.

Staff Development

Our faculty was polled to determine what staff development topics they would prefer.

1. Continuing updates related to student discipline.
2. Updates on inclusion procedures in the classroom
3. Content-specific professional development for instruction

Special Education

Bellville High School is continuing to see an increase in special education students entering high school. This is possibly a result of new initiatives for identification of special education students, including dyslexia. We will continue to teach resource English and Math. Inclusion classes will be supported by Special Education teachers and paraprofessional staff members. We also have the Enrichment Room available for those students who need a quiet place to work or take a test.

Homeless

During the 2018-2019 school year BHS, we had six students who were listed as homeless. We had two students who qualified as homeless and were also coded as an Unaccompanied Youth(did not live with a parent or guardian) at least part of the time.

Parental Involvement

In the Fall, BHS had an open house that was well attended. This year we had just over 400 parents attend. This is when parents are able to go to their student's classes, meet the teacher, and get an overview of the class and a copy of the class syllabus. Parents can also check student's attendance and grades through the use of the Parent Portal system. Parents are involved in numerous support functions/organizations such as Breakfast of Champions, Athletic Booster Club, Brahmadora Booster Club, Band Boosters, BEST (Bellville Engineering, Science, and Technology) Boosters, FFA Alummi, Academic Excellence, Senior Serve, and Project Graduation. BHS faculty members communicate with parents either by phone, email, or personal contact concerning academic, discipline, or for praise.

Community Involvement

Community involvement is more important than ever. With the state funding concerns, all budgets have stayed constant. Our community this past year has been very generous. Businesses sponsored 6 students to attend boy's state and 5 students to attend girl's state. The community is involved in sponsoring silent auctions, golf tournaments, fundraisers, and skeet shoots to support athletics, academics, and vocational programs.

State Compensatory Education

During the 2019-2020 school year, state compensatory funds will continue to be utilized for summer school. These resources will allow students to stay on grade level by helping them be successful in class, on state assessments, and improve our completion rate. We will continue to use our SCE resources to fund tutorial programs that have been quite successful. Our At-Risk Counselor who is partially funded by SCE funds meets regularly with our at-risk students evaluating their academic performance. Also our 504 instructor, who is partially funded by SCE funds, is available as a valuable resource for at-risk students needing additional academic support.

Pregnancy Related Services

Students who become pregnant are to report their condition to the school nurse, counselor, or principal. Pregnancy Related Services (PRS) are support services a pregnant student receives to help her adjust and stay in school during the prenatal and postpartum periods. These services are provided:

- While the student is still attending classes on her assigned campus
- When the pregnancy prevents the student from attending her regular classes
- During the postpartum period

Pregnancy related services include:

- Documentation of parent and physician contact
- Communication with parents as to specific services provided
- School nurse having regular contact with student to record statistics (i.e. blood pressure, weight) and for counseling on health issues
- Academic counseling
- Compensatory Education Home Instruction (CEHI) during any prenatal confinement period that is documented as a medical necessity by a medical practitioner licensed to practice in the United States as well as during the postpartum confinement period
- One final follow-up visit with the school nurse within 3 days of students return to school after delivery to complete documentation and withdraw the student from PRS

Career and Technology

For the 2019 - 2020 school year, Bellville High School will continue to concentrate on the following career clusters:

- Agriculture, Food, and Natural Resources
- Audio/Video Technology
- Business and Marketing
- Human Services: Education
- Science, Technology, Engineering, and Mathematics (STEM)
- Transportation, Distribution, and Logistics

CAMPUS GOAL: I Bellville High School will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA

OBJECTIVES: A All student accountability groups, grades 9-11, will achieve satisfactory levels of performance on the State of Texas Assessments of Academic Readiness(STAAR) and meet federal accountability requirements.

District Goals Addressed: I

Strategy (1): Any 9th - 11th graders who failed a STAAR/EOC assessment the previous year will have tutoring during the school day and/or after school

Responsibility: Principal, Counselor, Faculty
Resources: STAAR/EOC study material and practice test
Timeline: Assigned in August 2019
Formative Evaluation: With six weeks monitoring checks (Yes No In Progress)
Summative Evaluation: Scores on 2019-2020 STAAR (Yes No In Progress)

Strategy (2): BHS will utilize benchmark exams and prior STAAR scores for all subject areas assessed on the STAAR tests as appropriate, and disaggregate data for class performance improvement.

Responsibility: Counselor, Principal, Department Chair
Resources: Teacher made exams, Curriculum Collaboration, Eduphoria
Timeline: Each semester
Formative Evaluation: Core subject department heads provide teachers with needed areas of strength and weakness (Yes No In Progress)
Summative Evaluation: Note improvements in students test scores (Yes No In Progress)

Strategy (3): Teachers will incorporate STAAR/EOC objectives into weekly lesson plans

Responsibility: Principal, Department Chair, Teachers
Resources: Teacher-made exams and lessons, Curriculum Collaboration, Eduphoria
Timeline: Each six weeks
Formative Evaluation: Core subject department heads provide teachers with needed areas of strength and weakness (Yes No In Progress)
Summative Evaluation: Note improvements in students test scores (Yes No In Progress)

Strategy (4): Students identified as “Homeless” will receive supplemental supplies as well as additional instructional and counseling opportunities

Responsibility: Principal, teachers, counselor
Resources: Teachers, Grade Level Dept. Chair, State Compensatory Funds
Timeline: Each six weeks
Formative Evaluation: Supplemental instruction provided for “At Risk” and “Economically Disadvantaged” students (Yes No in progress)

Summative Evaluation: State assessment results meet state/federal standard
(Yes No in progress)

Strategy (5): Increase the number of students graduating with an endorsement, Distinguished level of achievement, and increase Meets/Masters levels on EOCs

Responsibility: Counselor, Principal,
Resources: Student transcripts
Timeline: May 2020
Formative Evaluation: Programs are in place to increase endorsement graduates and pathways to distinguished level graduates
(Yes No In Progress)

Summative Evaluation: Note improvements in student's test scores
(Yes No In Progress)

CAMPUS GOAL: I Bellville High School will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA

OBJECTIVES: B Students will be provided an instructional classroom that utilizes technology for the purposes of teaching and learning

District Goals Addressed: I

Strategy (1): Technology classes will be offered at BHS
Responsibility: Teachers and Technology Instructional Specialist
Resources: Principal, Technology professionals, technology teachers
Timeline: Each six weeks
Formative Evaluation: Monitor course selections (Yes No In Progress)
Summative Evaluation: Student work produced through using technology skills taught at 100% (Yes No In Progress)

Strategy (2): Resources will be allocated appropriately based on technology demands within all classes that best meet the needs of our students

Responsibility: Principal
Resources: Director of Technology, principals, teachers
Timeline: Ongoing
Formative Evaluation: Technology training provided for new and returning teachers
(Yes No In Progress)

Summative Evaluation: Ongoing feedback provided from teachers
(Yes No In Progress)

Strategy (3): Continue to expand technology availability (where possible) to enhance student learning.

Responsibility: Teachers
Resources: Director of Technology, Principal
Timeline: Each six weeks
Formative Evaluation: Technology needs are identified by teachers
(Yes No In Progress)

Summative Evaluation: State assessment results meet state/federal standards

(Yes No In Progress)

CAMPUS GOAL: I Bellville High School will meet Accountability Goals as defined by TEA and Federal Accountability as defined by ESSA

OBJECTIVES: C All students will explore and develop career pathways and post secondary opportunities

District Goals Addressed: I

Strategy (1): Provide four-year planning for all students to graduate with career and college information

Responsibility: Counselor and Teachers

Resources: Graduation 4-year planning sheets and transcripts

Timeline: Spring 2020

Formative Evaluation: 4-year plans will be available for students to update as needed (Yes No In Progress)

Summative Evaluation: Student will review 4-year plans as needed during individual conferences (Yes No In Progress)

Strategy (2): Provide opportunities for all students to participate in CTE-specific student leadership organizations

Responsibility: CTE Teachers

Resources: Local (CTE) Funds, Perkins Funds

Timeline: Fall 2019 – Spring 2020

Formative Evaluation: Number of student members in past years compared with 2019-20 (Yes No In Progress)

Summative Evaluation: Document student membership organizations for each year (Yes No In Progress)

Strategy (3): Students in grades 9 - 12 will investigate and prepare for post-secondary career opportunities

Responsibility: Counselors

Resources: Principal, Austin County College and Career Fair, College recruiters, career interest online survey

Timeline: Each semester

Formative Evaluation: Schedule various CTE activities for high school students (Yes No In Progress)

Summative Evaluation: High school students participate in scheduled activities related to post secondary opportunities (Yes No In Progress)

CAMPUS GOAL: II Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs

OBJECTIVES: A Strategies will be implemented for all students who are identified as having a disability as defined by Special Education to provide an instructional classroom environment that meets their individual needs

District Goals Addressed: II

Strategy (1): Continue inclusion to meet the needs of the student's individualized education plans

Responsibility: Principal, Faculty/Staff, Counselor, SpEd Director

Resources: Student grades, Teacher/Counselor recommendation, Director of Special Education

Timeline: Each six weeks

Formative Evaluation: Monitor student's special education needs each six weeks
(Yes No In Progress)

Summative Evaluation: Test results of those students (Yes No In Progress)

Strategy (2): Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.

Responsibility: Counselor, Department Head, and Special Ed Staff

Resources: Principal, Director of Special Education, Region VI

Timeline: Each six weeks

Formative Evaluation: Documentation of use of strategies and techniques prior to discipline placement is completed (Yes No In Progress)

Summative Evaluation: Behavior plans are developed and used
(Yes No In Progress)

Strategy (3): Monitor the placement of students identified in Special Education through PST, RtI, and 504

Responsibility: Counselor, Diagnostician, and Special Ed Staff

Resources: Principal, Director of Special Education, Region VI

Timeline: Each six weeks

Formative Evaluation: Methods to decrease any over-representations are identified
(Yes No In Progress)

Summative Evaluation: Over-representation in Special Education percentages in any subgroups decreases.
(Yes No In Progress)

CAMPUS GOAL: II Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs

OBJECTIVES: B Strategies will be implemented for all students who are identified as Gifted and Talented and/or English Language Learners to provide an instructional environment that meets their individual needs

District Goals Addressed: II

Strategy (1): Assist teachers and new hires (within first year) to acquire ESL certification

Responsibility: Principal

Resources: Region VI ESL mini-academies, ESL Teacher

Timeline: May 2020

Formative Evaluation: Teachers are notified and scheduled to attend ESL mini-academies and register for appropriate TExES exams..

Summative Evaluation:	(Yes No In Progress) All new hires and identified existing teachers are ESL certified (Yes No In Progress)
Strategy (2):	Train ESL teachers to equip them to meet the needs of ELL students
Responsibility:	Principal, ESL Teacher
Resources:	Executive Director of Special Programs; Region VI, TEA
Timeline:	Each six weeks
Formative Evaluation:	Workshops and other training opportunities are identified and communicated to ESL Teachers (Yes No In Progress)
Summative Evaluation:	ELL students' TELPAS and student assessment results meet state/federal standards (Yes No In Progress)
Strategy (3):	Determine individual methods that can be used to identify more students who have GT characteristics
Responsibility:	Principal, Counselors, GT Teachers
Resources:	Executive Director of Special Programs, TEA
Timeline:	May 2020
Formative Evaluation:	Research assessment and identification methods that are non-biased (Yes No In Progress)
Summative Evaluation:	Increased GT participation opportunities for all, including, minorities (Yes No In Progress)
Strategy (4):	Provide each teacher new to the campus an orientation to the district's GT identification processes and the district's services for GT students.
Responsibility:	Principal, GT Teachers
Resources:	BISD GT Handbook, BISD Board Policy
Timeline:	August 2019
Formative Evaluation:	Orientation is developed (Yes No In Progress)
Summative Evaluation:	New teachers are provided orientation at the New Staff In-Service (Yes No In Progress)
Strategy (5):	Continue to train additional teachers in GT characteristics characteristics
Responsibility:	Principal, GT Teachers
Resources:	Online GT Training Program, Region VI, TEA
Timeline:	May 2020
Formative Evaluation:	Teachers are identified and prioritized that are in need of training in GT characteristics (Yes No In Progress)
Summative Evaluation:	Teachers that were identified as in need of training in GT characteristics have successfully completed GT training (Yes No In Progress)
CAMPUS GOAL:	III Bellville High School will encourage opportunities for parental and community involvement
OBJECTIVES:	A Bellville High School will maintain the positive relationships developed with the local business community and other community groups
District Goals Addressed:	III

Strategy (1): Continue the development of a comprehensive listing of business and community partners that support BHS students through employment and other educational relationships

Responsibility: Teachers, Counselors, CTE Teachers
 Resources: Principal, Local news media, emails, letters
 Timeline: Each Semester
 Formative Evaluation: Business partners are identified (Yes No In Progress)
 Summative Evaluation: Business and community partners are recognized for their involvement with our students (Yes No In Progress)

Strategy (2): Recognize and develop partnerships with business and community groups to support our students

Responsibility: CTE Coordinator, Counselors, CTE Teachers
 Resources: Principal, Local news media, emails, letters
 Timeline: Each Semester
 Formative Evaluation: Determine recognition and outreach strategies (Yes No In Progress)
 Summative Evaluation: Business and community partners are recognized for their involvement with our students (Yes No In Progress)

CAMPUS GOAL: III Bellville High School will encourage opportunities for parental and community involvement

OBJECTIVES: B Provide opportunities for parental/community involvement in school activities

District Goals Addressed: III

Strategy (1): Register parent attendance at school functions

Responsibility: Principal, Teachers
 Resources: Campus activities and functions
 Timeline: Each Semester
 Formative Evaluation: Determine parent sign-in opportunities (Yes No In Progress)
 Summative Evaluation: Keep sign-in logs at the campus (Yes No In Progress)

Strategy (2): Promote campus website to provide information and communication about campus activities for parents and the community

Responsibility: Campus Secretary, Activity/Group Sponsor, Principal
 Resources: Campus/District Technology staff
 Timeline: Every month
 Formative Evaluation: Pages updated consistently on the campus site (Yes No In Progress)
 Summative Evaluation: Parent Survey (Yes No In Progress)

Strategy (3): Utilize *School Messenger* program giving parents information in the form of phone calls

Responsibility: Technology Director, Principal

Resources: Local Funds
 Timeline: Ongoing
 Formative Evaluation: Daily (Yes No In Progress)
 Summative Evaluation: Log of School Messenger calls made (Yes No In Progress)

Strategy (4): Provide mentoring opportunities through the community based mentoring programs(RAP)

Responsibility: Principal, Counselors
 Resources: Teachers, Community based mentoring program coordinator
 Timeline: Each Semester
 Formative Evaluation: Identify students that need a mentor (Yes No In Progress)
 Summative Evaluation: Students are matched with a mentor and attend mentoring sessions (Yes No In Progress)

CAMPUS GOAL: III Bellville High School will encourage opportunities for parental and community involvement

OBJECTIVES: C Provide awareness of post high school opportunities for all BHS stakeholders

District Goals Addressed: III

Strategy (1): Inform parents and students of opportunities that are available related to higher education, military, and/or the workforce, including trade/technical schools

Responsibility: Counselors, Principal
 Resources: Website, College Admissions for Parent Presentations, Recruiters, Remind app
 Timeline: Ongoing
 Formative Evaluation: Determine plan to communicate Information to parents/students (Yes No In Progress)
 Summative Evaluation: Disseminate information as planned (Yes No In Progress)

Strategy (2): Encourage college and higher education awareness through College & Career Fair Activities

Responsibility: Counselors, Asst. Principal, Principal
 Resources: Announcements, teachers, College Fair listing service
 Timeline: October 2019
 Formative Evaluation: Schedule College & Career Day (Yes No In Progress)
 Summative Evaluation: Did school participate in College Day Activities? (Yes No In Progress)

CAMPUS GOAL: IV Bellville High School will recruit, retain, and hire appropriately certified teachers as required by TEA

OBJECTIVE: A All teachers will complete necessary requirements for the appropriate state certification

District Goals Addressed: IV

Strategy (1): Teachers and staff will attend required professional development workshops to maintain highly qualified status and continue to be aware of TEA/SBEC recertification

requirements.
 Responsibility: Principal, Teachers, Admin
 Resources: Admin Staff, Region VI, TEA/SBEC
 Timeline: Each Semester
 Formative Evaluation: Attending Staff Development (Yes No In Progress)
 Summative Evaluation: Course Certificate (Yes No In Progress)

Strategy (2): Teachers will become highly qualified in additional academic areas so they will become more versatile including ESL certification for all new teachers

Responsibility: Principal, Region VI, Admin
 Resources: Local Funds
 Timeline: Annually
 Formative Evaluation: Number of teachers gaining highly qualified status (Yes No In Progress)
 Summative Evaluation: Success in teachers gaining highly qualified status (Yes No In Progress)

Strategy (3): Attend job fairs to recruit certified teachers

Responsibility: Principal
 Resources: University job fairs, ESC VI, Alternative Certification job fairs
 Timeline: Spring Semester and Summer 2020
 Formative Evaluation: Select opportunities to attend job fairs (Yes No In Progress)
 Summative Evaluation: Attend job fairs to attract certified teachers (Yes No In Progress)

CAMPUS GOAL: IV Bellville High School will recruit, retain, and hire appropriately certified teachers as required by TEA
OBJECTIVE: B Bellville High School will strive to employ a faculty and staff that is reflective of the student population
District Goals Addressed: IV

Strategy (1): Continue to ensure that all recruitment and application processes are in compliance with the Federal Equal Employment Opportunity laws. requirements.

Responsibility: Principal, Admin
 Resources: Admin Staff, TEA/SBEC, BISSD policy and State HR laws
 Timeline: Ongoing
 Formative Evaluation: All recruitment and application processes are reviewed (Yes No In Progress)
 Summative Evaluation: All HR practices are in compliance and do not discriminate (Yes No In Progress)

Strategy (2): Search for minority candidates for employment through universities and avenues historically serving minorities

Responsibility: Principal
 Resources: Region VI, local colleges/universities
 Timeline: Summer 2020

Formative Evaluation: Colleges/Universities contacted (Yes No In Progress)
 Summative Evaluation: Staff demographics mirror student demographics
 (Yes No In Progress)

CAMPUS GOALS: V Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members

OBJECTIVES: A BHS will create and sustain a positive school culture and climate

District Goals Addressed: V

Strategy (1): Maintain security cameras in working order to cover all areas of the building and parking lot

Responsibility: Principal, Asst. Principals, Director of Technology

Resources: Federal and Local Funds

Timeline: August 2019 – May 2020

Formative Evaluation: Maintenance reports on cameras (Yes No In Progress)

Summative Evaluation: Cameras in working order (Yes No In Progress)

Strategy (2): Continue to participate in drug awareness, anti-bullying, and teen violence programs

Responsibility: Principal, Counselors, Teachers

Resources: Region VI

Timeline: Each Semester

Formative Evaluation: Drug awareness, anti-bullying, and teen violence programs are reviewed and improvements are planned
 (Yes No In Progress)

Summative Evaluation: Drug awareness, anti-bullying, and teen violence programs take place on each campus
 (Yes No In Progress)

Strategy (3): Improve communication/recognition at all levels and areas through multiple means

Responsibility: Principal

Resources: District website, email, campus faculty meetings, Brahma Brags, 6-Weeks recognitions, Breakfast of Champions, etc

Timeline: Daily/Monthly

Formative Evaluation: Website, email communications, recognitions, and faculty meetings are monitored
 (Yes No In Progress)

Summative Evaluation: Monitoring verifies completion of communications in all areas
 (Yes No In Progress)

CAMPUS GOALS: V Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members

OBJECTIVES: B The campus will achieve a 0% incidence rate for illegal weapons and other violent occurrences

District Goals Addressed: V

Strategy (1): Require students to adhere to the code of conduct in the
BISD Student Handbook & Discipline Management Plan
Responsibility: Teachers, Principal, Asst. Principal, Parents, Students
Resources: Local Funds
Timeline: Daily
Formative Evaluation: Number of discipline referrals (Yes No In Progress)
Summative Evaluation: Final disciplinary report (Yes No In Progress)

Strategy (2): Continue with random drug screenings every 6 weeks
Responsibility: Principal, Asst. Principal, Nurse
Resources: Local Funds
Timeline: Each 6 weeks
Formative Evaluation: Monitor after semester (Yes No In Progress)
Summative Evaluation: Final drug and safety school report (Yes No In Progress)

Strategy (3): Address issues related to education about dating violence as
required by HB121
Responsibility: Principal, Counselor, Student Council
Resources: ESC VI, DFPS, Dating violence curriculum
Timeline: Spring 2020
Formative Evaluation: Number of issues addressed (Yes No In Progress)
Summative Evaluation: Fewer incidents reported at year end (Yes No In Progress)

Strategy (4): Increase teacher, student, and parent awareness of issues
regarding sexual abuse of children as required by HB 1041
Responsibility: Principal, Counselor
Resources: ESC VI Specialists, DFPS
Timeline: Each semester
Formative Evaluation: Number of issues addressed (Yes No In Progress)
Summative Evaluation: Fewer incidences of sexual abuse reported (Yes No In Progress)

Strategy (5): Utilize contracted trained canines to search the campus on
an unannounced schedule
Responsibility: Principal
Resources: Local Funds, contracted canine company
Timeline: Each semester/Ongoing
Formative Evaluation: Execute contract for canine services (Yes No In Progress)
Summative Evaluation: Campus canine searches are conducted (Yes No In Progress)

**CAMPUS GOALS: VI All Bellville High School students will graduate
from high school**

**OBJECTIVES: A The dropout rate for the high school will be less
than 2%**

District Goals Addressed: VI

Strategy (1): Assign high school students to the Spicer Alternative
Education Center who are at risk of not graduating
Responsibility: Principal, Counselor

Resources: Spicer coordinator, SCE funds, Edgenuity
 Timeline: Ongoing
 Formative Evaluation: Student at-risk are assigned to Spicer (Yes No In Progress)
 Summative Evaluation: Spicer students complete credits to graduate (Yes No In Progress)

Strategy (2): Provide pregnancy related services
 Responsibility: Principal, Counselor, Attendance Clerk, School Nurse
 Resources: Local Funds
 Timeline: Monthly Attendance Report
 Formative Evaluation: Nurse documentation (Yes No In Progress)
 Summative Evaluation: Homebound Teacher (Yes No In Progress)

Strategy (3): Offer credit recovery during the school year and during summer school for those who fail a class
 Responsibility: Principal, Counselor
 Resources: SCE funds
 Timeline: Aug 2019 – June 2020
 Formative Evaluation: Monitor student grades and teacher report (Yes No In Progress)
 Summative Evaluation: Students recover credits and on track for completion (Yes No In Progress)

CAMPUS GOALS: VI All Bellville High School students will graduate from high school

OBJECTIVES: B Attendance of students will be at 97% or higher
District Goals Addressed: VI

Strategy (1): Provide parents and students awareness of attendance laws through Bull’s Eye handbook, personal communication, and attendance letters
 Responsibility: Principal, Staff, Attendance Clerk
 Resources: Local Funds
 Timeline: Each Semester
 Formative Evaluation: Daily Attendance, Call Home Log (Yes No In Progress)
 Summative Evaluation: Semester Attendance Reports (Yes No In Progress)

Strategy (2): Utilize “call home” system through *School Messenger*
 Responsibility: Asst. Principal, Attendance Clerk
 Resources: Local Funds
 Timeline: After Every Absence
 Formative Evaluation: Weekly Attendance Report (Yes No In Progress)
 Summative Evaluation: Semester Attendance Reports (Yes No In Progress)

Strategy (3): Communication to parents when a student demonstrates absence tendencies
 Responsibility: Principal, Asst. Principal
 Resources: PEIMS Clerk, teachers, parents, students
 Timeline: Each six weeks
 Formative Evaluation: Monitor individual student absences (Yes No In Progress)
 Summative Evaluation: Contact made with the student and parent to address issues related to excessive absences (Yes No In Progress)

Strategy (4): Acknowledge students with perfect attendance each year
 Responsibility: Attendance Clerk, Principal
 Resources: Local Funds
 Timeline: May 2020
 Formative Evaluation: Weekly Attendance Reports (Yes No In Progress)
 Summative Evaluation: Semester Attendance Reports (Yes No In Progress)

CAMPUS GOALS: VII BHS will promote participation in extracurricular academic competition
OBJECTIVES: A Recruit and increase HS student participation in UIL Academics and competitions
District Goals Addressed: VII

Strategy (1): Faculty will assist in recommending and recruiting prospective student participants
 Responsibility: Faculty/Staff
 Resources: Principal, UIL Academic Coordinator
 Timeline: Fall 2019
 Formative Evaluation: Increase in number of student participants (Yes No In Progress)
 Summative Evaluation: Number of student participants (Yes No In Progress)

Strategy (2): UIL Coordinator will research and find competitive meets so students will gain experience and confidence in various contests
 Responsibility: UIL Coordinator
 Resources: DEC, Local ISD academic sponsors, local funds
 Timeline: Annually
 Formative Evaluation: Number of Meets (Yes No In Progress)
 Summative Evaluation: Student participation in academic competition (Yes No In Progress)

Strategy (4): Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic process
 Responsibility: Principal, UIL Coordinator
 Resources: Campus UIL Academic coaches
 Timeline: Annually
 Formative Evaluation: Materials & equipment need for UIL Academic Meets (Yes No In Progress)
 Summative Evaluation: Necessary materials & equipment for UIL Academic Meets purchased (Yes No In Progress)