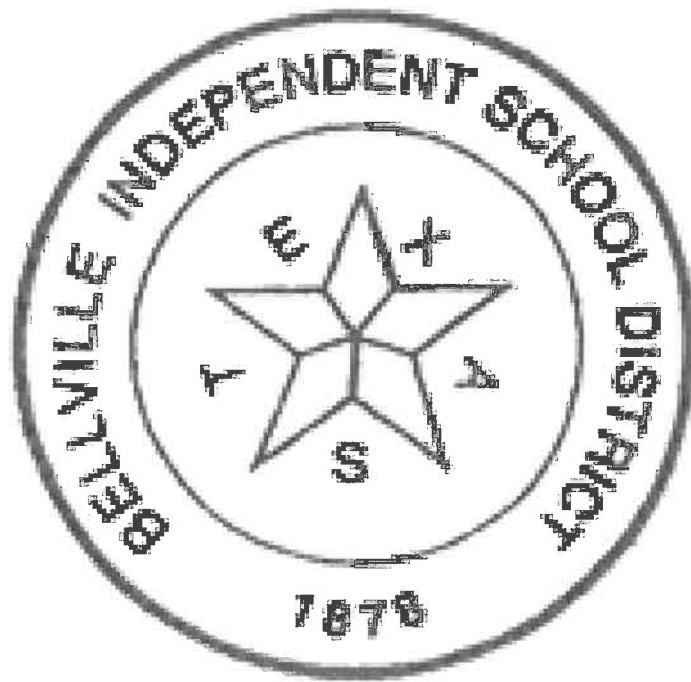


**BELLVILLE INDEPENDENT SCHOOL  
DISTRICT DISTRICT  
IMPROVEMENT PLAN  
2019-2020**



Learners Today, Leaders Tomorrow

**BELLVILLE INDEPENDENT SCHOOL DISTRICT**  
*518 S. Mathews*  
**BELLVILLE, TEXAS 77418**  
**(979) 865-3133**

# **BELLVILLE INDEPENDENT SCHOOL DISTRICT**

## Our Vision for Our Education Community

BISD 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 technological and global society.

## District Philosophy

Education must serve as an agency of progress. Therefore, the Bellville Independent School District endeavors to provide an educational environment conducive to the maximum number of students. In this environment, students have the opportunity to develop academic, vocational, and social skills that enable them to function effectively in society. Through this process of education growth, students should learn basic life patterns that will help them develop responsibility, respect, values, and concepts appropriate to society. They should also learn communicative skills and acquire historical perspectives, which foster self-understanding and an appreciation for all cultures. While the Bellville public school system occupies a position of public trust, it shares with parents and the community a responsibility for molding students into useful, self-supporting, and productive citizens.

## District Mission Statement

The mission of Bellville Independent School District, as the center of public education, is to provide a high quality, well-rounded education that prepares all students for success.

# Bellville Independent School District Comprehensive Needs Assessment 2019-2020

## Demographics

### *Enrollment*

1 <sup>st</sup> week of	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
September	2140	2149	2124	2094	2119	2139	2206	2226	2225	2217
October	2158	2150	2120	2088	2112	2152	2200	2235	2245	2220
November	2154	2141	2136	2084	2118	2159	2207	2232	2255	2224
December	2142	2134	2138	2099	2099	2147	2211	2235	2251	2204
January	2144	2142	2131	2086	2114	2145	2206	2248	2260	2200
February	2148	2139	2130	2095	2120	2148	2214	2248	2256	2208
March	2142	2138	2126	2096	2121	2146	2214	2246	2248	2209
April	2133	2134	2111	2095	2126	2149	2212	2243	2236	2210
May	2138	2124	2117	2102	2132	2147	2220	2240	2236	2209

The enrollment in January 2019 compared to January 2018 is down by 8 students which is a decrease for the second time in the last five years. Overall increasing enrollment from the low in 2012-2013 is an identified priority for the district (up 176 students from the lowest to the highest enrollment during that period).

### *Ethnicity and Race*

Bellville ISD had, in the 2018-2019 Fall Collection, a student ethnic and racial distribution of 9.25% African American (up .15 from last year), 29.98% Hispanic/Latino (down 0.72), 58.04% White (up .74), 0.1% American Indian/Alaskan (unchanged), 0.6% Asian (down .02), 0.04% Hawaiian/Pacific Islander (up .04), and 1.92% Two or More Races (down 0.18). The table below shows the distribution of the percent of each ethnicity and race in the district for the last ten years.

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Hispanic/Lat	25.1	26.2	26	26.1	27.2	28.2	29.5	29.9	30.7	29.98
African Am	11.7	10.5	10.4	10.9	10.7	10.2	9.1	9.5	9.1	9.25
White	59.7	59.8	60.5	59.9	58.9	58.8	58.5	57.7	57.3	58.04
2+Races	2.9	2.7	2.6	2.6	2.7	2.1	2.1	2.2	2.1	1.92
AmInd/Alask	0.3	0.2	0.2	0.2	0.3	0.3	0.2	0.1	0.1	0.18
Asian	0.3	0.4	0.2	0.2	0.2	0.3	0.3	0.6	0.6	0.58
Haw/PacIsl	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.04

The Hispanic/Latino enrollment decreased by 23 students from last year, this was the first decrease in the last five years. It has increased over the last ten years from 544 (2009-2010) to 671 (2018-2019). This has increased this group's percentage in all students from 25.1% to 29.98% over this same period. In that same period White enrollment has increased slightly (with a percentage decrease) from 1293 to 1299 (59.7%

to 58.04%) and African American enrollment has decreased from 252 to 207 (11.7% to 9.25%).

*Attendance*

According to the 2017-2018 TAPR Report, Bellville ISD had an attendance rate for All Students of 96.6% in 2016-2017 which was an increase from the 2015-2016 rate of 96.5%. The state average for 2016-2017 was 95.7%. In 2016-2017, African American students in BISSD had an attendance rate of 96.6% (up 0.4 from 2015-2016), Hispanic students had 96.4% (down 0.2), White students had 96.7% (up 0.2), special education students had 95.2% (down 0.2), economically disadvantaged students had 96.2% (up 0.2), and ELL students had 96.9% (up 0.2).

*Economically Disadvantaged Students*

Bellville ISD has two campuses that are designated as Title I, Part A Schoolwide Campuses. As figured for the 2019-2020 ESSA Consolidated Application, O’Bryant Primary has 59.05% poverty (down 0.24 from last year) as indicated by its free or reduced lunch count. O’Bryant Intermediate has 57.39% poverty (up 4.63 from last year). In the 2018-2019 Fall Collection, Bellville ISD had an overall Economically Disadvantaged percentage of 49.33% for the district (up 1.74 from last year). The table below shows the number of economically disadvantaged students and the percent of all students that are economically disadvantaged for the last ten years.

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
894	946	1017	972	971	992	1018	1056	1076	1104
41.26%	44.00%	47.50%	46.57%	45.78%	45.80%	46.00%	47.16%	47.59%	49.33%

This has increased from nine years ago from 894 students (2009-2010) to 1104 (2018-2019). This has increased this group’s percentage of all students from 41.26% to 49.33% in this same period. This is a new high within this period with the previous high being 47.59% in 2017-2018. Meeting the needs of this large increase of students (210) over the past nine years is an identified priority for the district.

When the ethnicity of economically disadvantaged students is compared with the ethnicity of all students, the Hispanic students and African American students are overrepresented for this subgroup of students. The Hispanic students (in the 2018-2019 Fall Collection) are 29.9% of all students but make up 49.9% of the economically disadvantaged subgroup. The African American students are 9.3% of all students but make up 16.7% of the economically disadvantaged subgroup. This over-representation of Hispanic and African American students in the economically disadvantaged subgroup is an identified priority for the district.

### *At-Risk Students*

According to the 2018-2019 Fall Collection, the district had identified 951 students as at-risk. This amount is 42.49% of all student enrollment. The table below shows the number of identified at-risk students and the percent of all students that are identified as at-risk for the last nine years.

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
781	708	684	692	937	898	852	804	961	951
36.04%	32.93%	31.95%	33.16%	44.18%	41.46%	38.50%	35.91%	42.50%	42.49%

This number decreased for this year after having increased the previous year. It is the second largest amount of at-risk students in the last ten years (2017 – 2018 was the largest). The percentage of at-risk students compared to the overall enrollment has decreased from the high in the last nine years of 44.18% in 2013-2014 (the low was in 2011-2012 of 31.95%). Since at-risk students make up a little under half of the district’s student enrollment the needs of these students are an identified priority for the district.

When the ethnicity of at-risk students is compared with the ethnicity of all students, the Hispanic students and African American students are overrepresented for this subgroup of students. The Hispanic students (in the 2018-2019 Fall Collection) are 29.98% of all students but make up 40.69% of the at-risk subgroup. The African American students are 9.25% of all students but make up 16.51% of the at-risk subgroup. This over-representation of Hispanic and African American students in the at-risk subgroup is an identified priority for the district.

## Program Effectiveness

### *State Compensatory Education*

Bellville ISD uses its state compensatory allotment to meet the needs of its at-risk students in various ways. Annual Program Evaluation data indicates these methods have contributed to improving student achievement. The district needs to continue to use these funds for tutorials at all campuses, summer school for all campuses, bilingual summer school for our LEP students, student support software, benchmark item bank software, the credit recovery software program for BJH, BHS, and SAEC, a library/RTI instructional aide and RTI instructional aides at WE; ESL instructional aides at OBP; library/RTI, Enrichment Room, and ESL instructional aides at OBI; ESL instructional aide, at-risk Enrichment Room/RTI teachers and at-risk counselor at BJH; at-risk Credit Recovery and EOC Recovery teachers, ESL instructional aide, and at-risk counselor at BHS; and instructional aides and teachers for our credit recovery, acceleration, and discipline programs at SAEC.

### *ESL/Bilingual Education*

Bellville ISD filed for a Bilingual Education Exception for the 17<sup>th</sup> consecutive year. The district had a certified bilingual teacher in Pre-Kindergarten and Kindergarten for 2018-2019. This represents an increase from the previous year and allowed us to continue to expand our bilingual program into one additional grade level. The district needs to continue to make an effort to recruit elementary bilingual teachers and retain those already in place. As the district continues to grow its bilingual program, it continues to need additional bilingual training, resources, and materials. The district needs bilingual instructional assistants that help the ESL teachers with newcomer, beginning, and intermediate EL students. The district needs to continue to train the ESL teachers to help equip them to meet the needs of EL students who do not currently have access to bilingual classrooms because of a shortage of certified bilingual teachers. The district as a result of a change in state-level requirements had to for the first time in at least the last ten years file an ESL Waiver. The waiver covered two ELAR teachers at BHS that were not ESL certified. The district developed a Comprehensive Professional Development Plan for both the Bilingual Exception and the ESL Waiver. In these plans the district budgeted Bilingual Education Allotment funds for our ESL Specialists to develop and deliver targeted professional development to teachers serving EL students. The district needs to continue to assist teachers to acquire their ESL certifications and ensure that new teachers who are hired have an ESL certification or will acquire it within their first year of teaching in the district. The district needs to continue to employ ESL specialists to assist the ESL teachers to meet the needs of their EL students and to meet the requirements of the state in regard to identifying EL students, evaluating EL students, administering state assessments to EL students, and documenting information for EL students.

According to results from the Bilingual Education/ESL section of the PBMAS, Bellville ISD exceeded, matched, or met Required Improvement on the PBMAS standard or the state rate in 8 of the 15 indicators or sub-indicators for which the district was held accountable in 2018. BISD missed the indicators for ESL STAAR 3-8 Passing Rate in the areas of Mathematics (62.6% compared to the standard of 70.0%), Reading (48.9% compared to the standard of 70.0%), Science (35.5% compared to the standard of 65.0%), Social Studies (5.9% compared to the standard of 65.0%), and Writing (36.0% compared to the standard of 70.0%). BISD missed the indicator for LEP STAAR EOC Passing Rate in Mathematics (62.5% compared to the standard of 65%) and English Language Arts (14.1% compared to the standard of 60%). To continue meeting these federal and state standards and objectives, BISD will continue to need the positions and programs described in the previous paragraph in this section. It is also an identified priority to increase the scores in order to meet the indicators that have been missed.

### *Career and Technical Education*

The district has 700 students participating in a career and technical education course (as of the 2018-2019 Fall Collection). The number of students participating is a decrease of 97 students from last year (797 students) and is the second highest number of students in

the last ten years with a low in both 2010-2011 and 2014-2015 (547 students) and the previous high last year (797 students).

African American students are well represented in this subgroup of students in 2018-2019 when compared to their representation in the all students group (9.25% for all students and 10.0% in the career and technical education subgroup) and is an identified strength. Hispanic students however are underrepresented in this group (25.86% CTE compared to 29.98% overall).

Bellville ISD will 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), and
- Transportation, Distribution, and Logistics.

According to results from the CTE portion of the PBMAS results, Bellville ISD exceeded the PBMAS standard or the state rate (or had no data) in 6 out of 8 indicators measured for 2018. The district missed the standard for two sub-indicator on CTE Special Education STAAR EOC Passing Rate for English Language Arts (28.0% compared to the standard of 60.0%) and Social Studies(41.2% compared to the standard of 70.0%) . For the CTE Nontraditional Course Completion Rate for males the district rate was 41.4% compared to the standard of 40%. For the CTE Nontraditional Course Completion Rate for females the district rate was 31.3% compared to the standard of 40%.

#### *Title I, Part A and Title IV, Part A*

Bellville ISD receives Title I, Part A funds from the federal government for O'Bryant Primary and O'Bryant Intermediate which are classified as Schoolwide Campuses based on their percentage of students in poverty as described in the Demographics section of this Needs Assessment. BISD also receives funds through Title IV, Part A. In order to meet the needs of the students of the two Title I schools, the campuses need to provide additional assistance for these students through the district's Academic and Behavior Intervention Programs. The campuses need certified teachers and paraprofessionals to implement these programs. The campuses need additional support for these intervention programs for instructional materials and devices to help facilitate the presentation of these instructional materials. The schools also need additional funds to support summer school in order to provide instruction for these students during the break between two school years. The district also needs assistance to meet the requirements of Every Student Succeeds Act (ESSA) through a Contracted Fee Service with Region VI ESC.

According to results from the ESSA portion of the 2018 PBMAS results, Bellville ISD exceeded the PBMAS standard or the state rate in all indicators measured for 2018 except for one sub-indicator in the Title I, Part A STAAR 3-8 Passing Rate Indicator. It was in writing (51.1% compared to the standard of 70.0%). In order to continue to meet the

federal and state standards, BISD will continue to need the positions and programs described in the previous paragraph in this section. It is also an identified priority to increase the score in the sub-indicator that is missing the standard.

### *Special Education*

The overall number of students identified as needing special education services increased for the fourth year in a row after decreasing in the district the previous four years. According to data in the 2018-2019 Fall Collection, the district had 231 students receiving special education services. The table below shows the number of students receiving special education services and the percent of all students that are receiving special education services for the last nine years.

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
259	223	210	174	169	179	191	212	222	231
11.95%	10.37%	9.81%	8.34%	7.97%	8.26%	8.63%	9.47%	9.82%	10.32%

The percentage of Special Education students compared to all students has decreased from 11.95% in 2009-2010 to 10.32% in 2018-2019 (with a low of 7.97% in 2013-2014).

When the ethnicity of special education students is compared with the ethnicity of all students, the African American students are overrepresented for this subgroup of students. The African American students (in the 2018-2019 Fall Collection) are 9.25% of all students, but make up 18.18% of the special education subgroup (uo 0.08). Even though this continues to show an over-representation, this is the second lowest percentage over the last ten years (with a high of 22.4% in 2012-2013 and a low of 17.8% in 2015-2016). This over-representation of African American students in the special education subgroup is an identified priority for the district. The decrease in this over-representation in four of the last five years is an identified strength of the district, and the programs that have been implemented to attain this decrease need to be continued and strengthened.

According to the results of the Special Education portion of the 2018 PBMAS report, Bellville ISD exceeded or met the standard in 5 of the 9 indicators measured for BISD. The district slightly missed the standard for the following indicator (performance level 1):

- Special Education Regular Class greater than or equal to 80% Rate (6-21).
- Special Education Regular Class less than 40% Rate (6-21)

The district missed the standard for the following indicators (performance level 2 or 3):

- Special Education STAAR 3-8 Passing Rate (Mathematics, Reading, Science, Social Studies, and Writing),
- Special Education STAAR EOC Passing Rate (Mathematics, Science, Social Studies, and English Language Arts), and
- Special Education STAAR Alternate 2 Participation Rate.

### *Gifted and Talented Program*



The overall number of students in gifted and talented has decreased since nine years ago. The table below shows the number of students identified as gifted and talented and the percent of all students that were identified as gifted and talented for the last ten years.

09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
262	247	220	232	235	230	230	244	235	248
12.09%	11.49%	10.28%	11.12%	11.08%	10.62%	10.39%	10.90%	10.39%	11.08%

In the 2018-2019 Fall Collection, there were 248 students identified as gifted and talented, and in 2009-2010, there were 262 students (a decrease of 14 students). The percentage of all students that were identified as gifted and talented was 11.08% for 2018-2019 (up 0.69 from last year). This is down from 12.09% in 2009-2010 which was the highest in the last ten years. The number of students increased when compared to last year when it was 235. When the ethnicity of gifted and talented students is compared with the ethnicity of all students, the African American students and Hispanic students are under-represented in this subgroup of students. The African American students (in the 2018-2019 Fall Collection) are 9.25% of all students but make up 0.0% of the gifted and talented subgroup (the same as last year). The Hispanic students are 29.98% of all students but make up 13.2% of the gifted and talented subgroup (up 0.4 from last year).

Bellville ISD reviewed evaluations from the family and students in the elementary Gifted and Talented Program. The feedback was for the most part positive from the students and families. The evaluations showed that the district has a need to get more exposure for the GT programs through updates/news through school and local media. The district needs to continue to challenge GT students regardless of what grade level they are enrolled and allow opportunities for students to make suggestions for the GT program.

Bellville ISD continues to try to meet as many Recommended and Exemplary levels as possible in the Texas State Plan for the Education of Gifted/Talented Students. The district has currently identified additional areas at the Recommended and Exemplary level that need to be focused on. The needs are for:

- An awareness session providing an overview of the assessment procedures and services for gifted/talented students that is offered for families by the district and/or campus prior to the nomination/referral period,
- All family meetings to be offered in a language families can understand or to provide a translator or interpreter,
- The selection committee to be formed by a majority of members who have completed thirty hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2),
- All staff to receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented,
- Annually, each teacher new to the district to receive an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

### *Dyslexia*

The district for 2018-2019 will have two full-time dyslexia teachers that are shared by O'Bryant Primary and O'Bryant Intermediate and part-time dyslexia teachers at West End Elementary, Bellville Junior High, and Bellville High School. These teachers work with students identified with dyslexia. In addition, the district developed and began testing students for dysgraphia (a dyslexia related disorder) and has been working to more thoroughly assess students who are second language learners. The district continues to need these teachers to provide this specialized instruction.

### *Homeless*

During the 2018-2019 school year, 37 students were identified homeless based on information gathered on the Student Residency Questionnaire and follow-up interviews by campus administrators (up 13 from last year). All of these 37 students had a primary nighttime residence that was doubled-up. A percentage of Title I, Part A funds is set aside to assist homeless students on campuses that are not served by Title I funds (WE, BJH, and BHS). These funds are available, if needed, to assist with supplemental instructional supplies for these students and/or supplemental tutoring opportunities.

## Student Achievement

### *Graduation Rate, Completion Rate, and Annual Dropout Rate (Based on TAPR)*

Bellville ISD had a 4-year Graduation Rate for the class of 2017 for all students of 98.8% (class of 2016 was 97.8%). The Annual Dropout Rate for grades 9-12 in 2016-2017 was 0.3% and for grades 7-8 it was 0.0%.

Bellville ISD exceeded all district standards set by TEA on the 2018 state accountability rating system. All BISD campuses exceed all campus standards set by TEA. Bellville High School earned four Distinctions for Academic Achievement in ELA/Reading, Mathematics, Science, and Socials Studies. Bellville Junior High earned two Distinctions for Academic Achievement in Mathematics and Top 25% in Comparative Academic Growth and Comparative Closing the Gaps. O'Bryant Primary earned one Distinction for Academic Achievement in ELA/Reading. West End Elementary earned two Distinction for Top 25% in Comparative Academic Growth and Comparative Closing the Gaps.

The Spring 2018 STAAR (based on TAPR Report) results for each grade were at or above the state averages in 9 areas. The district results were below state average for Grade 3 Math (3 Below), Grade 4 Writing (9 below) and Mathematics (1 Below), Grade 5 Mathematics (1 Below) and Science (6 below), Grade 8 Reading (2 Below), Science (1 below) and Social Studies (6 below), and US History EOC (2 below).

Current year data shows the district at or above state averages for 16 areas. The district was below the State average for Grade 4 Math (6 below) and Writing (3 below), Grade 5 Science (10 below), Grade 8 Social Studies (1 below), Algebra EOC (2 below), and US History EOC (1below).

*State of Texas Assessments of Academic Readiness (Current Year DATA)*

STAAR Results – Spring 2019; Percent at Approaches Grade Level or Above

Campus (Grade)	Reading [State]	Math [State]	Writing [State]	Social Studies [State]	Science [State]
OBP (3)	76	79	--	--	--
WE (3)	92	72	--	--	--
District (3)	79 [76]	78 [78]	--	--	--
OBI (4)	72	66	58	--	--
WE (4)	95	77	86	--	--
District (4)	75 [74]	68 [74]	62 [65]	--	--
OBI (5)	84	89	--	--	60
WE (5)	100	97	--	--	86
District (5)	87 [86]	90 [89]	--	--	64 [74]
BISD (6)	68 [66]	86 [79]	--	--	--
BISD (7)	81 [74]	85 [73]	86 [69]	--	--
BISD (8)	86 [84]	82 [87]	--	66 [67]	82 [79]
BISD (9)*	69 [63]	82 [84]	--	--	88 [88]
BISD (10/11)**	75 [67]	--	--	92 [93]	--

\*English I, Algebra I, Biology

\*\*English II, US History

STAAR Results – Spring 2019; Percent at Approaches Grade Level or Above  
(All Grades)

Subject	All Students [Diff w/State]	African American [Diff w/All]	Hispanic [Diff w/All]	White [Diff w/All]	Special Ed [Diff w/All]	Econ Disadv [Diff w/All]	ELL including monitored [Diff w/All]
Reading	78	50 [-28]	71 [-7]	86 [+8]	38 [-40]	68 [-10]	60 [-18]
Mathematics	81	56 [-25]	76 [-5]	89 [+8]	41 [-40]	73 [-8]	69 [-12]
Writing	74	39 [-35]	63 [-11]	87 [+13]	35 [-39]	62 [-12]	61 [-13]
Science	80	55 [-25]	67 [-13]	90 [+10]	52 [-28]	69 [-11]	62 [-18]
Social Studies	79	46 [-33]	74 [-5]	86 [+7]	36 [-43]	71 [-8]	56 [-23]
All Subjects	79	52 [-27]	71 [-8]	86 [+7]	41 [-38]	69 [-10]	63 [-16]

Based on Spring 2019 student achievement results (all grades combined), the district had the highest overall scores for STAAR in Mathematics and Science. Scores were lowest overall in Writing. However all scores except Mathematics and Science were below 80% and represent priorities for the district. Economically Disadvantaged students were below all students in all subjects on STAAR with the largest gap in Reading and Writing. The subgroups of African American, Hispanic, Special Education, Economically Disadvantaged, and ELLs were below all students in all subjects on STAAR. African

American students had the largest gap below all students based on ethnicity in Writing and Social Studies on STAAR. Hispanic students had the largest gaps below all students based on ethnicity in Science and Reading. Students in Special Education had the largest gaps in Reading, Mathematics and Social Studies. ELL students had the largest gaps in Reading and Science.

The district needs to maintain levels of achievement in Reading by continuing its Response to Intervention Reading Program at the Elementary levels and to continue to expand it to the secondary grade levels. The district also needs to expand the formal RTI program to math in the Elementary grades.

**STAAR Results – Spring 2019 Percent at Masters Grade Level (Sum of All Grades Tested); Based on current year data**

Subject	Year	State	District All Students	African American	Hispanic	White	Special Education	Econ Disadv	ELL
Reading	2019		22%	4%	13%	30%	20%	12%	5%
	2018	19%	20%	4%	12%	26%	6%	11%	4%
Mathematics	2019		24%	6%	16%	32%	12%	14%	12%
	2018	24%	24%	7%	15%	31%	8%	15%	11%
Writing	2019		18%	4%	11%	24%	n/a	11%	11%
	2018	13%	12%	n/a	n/a	17%	n/a	3%	n/a
Science	2019		20%	4%	11%	27%	n/a	11%	3%
	2018	23%	18%	n/a	13%	24%	n/a	7%	n/a
Soc Studies	2019		19%	4%	14%	24%	n/a	13%	9%
	2018	31%	24%	n/a	15%	31%	n/a	15%	n/a
All Tests	2019		22%	4%	13%	29%	17%	13%	8%
	2018	22%	20%	4%	12%	27%	6%	11%	6%

The overall results for all students in Bellville ISD increased in 2019 from the previous year at the Masters Grade Level for Reading (by 2), Writing (by 6), Science (by 2), and All Tests combined (by 2). It decreased in Social Studies (by 5). In order to continue to meet the requirements in the state accountability system Bellville ISD needs to increase Masters Grade Level performance in all areas for all subgroups.

**TELPAS**

In Spring 2019 the district was above or at the state average TELPAS composite score in all grades that had an average Composite Score calculated except Kindergarten, grade 3, 4, 5, 6 and 7.

*Texas English Language Proficiency Assessment System*  
 TELPAS, Spring 2018 Composite Rating (All students)

Grade	Number of Students Rated	Percent at Beginning	Percent at Intermediate	Percent at Advanced	Percent at Advanced High	Average Composite Score	Average State Composite Score
K	13	62	38	0	0	1.2	1.8
1	22	0	36	27	36	2.9	2.3
2	18	0	56	33	11	2.5	2.5
3	15	7	27	60	7	2.6	2.9
4	26	4	46	38	12	2.5	2.7
5	13	8	23	69	0	2.6	2.9
6	15	0	27	67	7	2.7	2.8
7	11	0	55	45	0	2.5	2.8
8	11	9	0	73	18	3.1	2.8
9	11	0	64	27	9	2.8	2.6
10	8	0	50	50	0	2.7	2.6
11	9	11	22	56	11	2.7	2.7
12	6	0	0	83	17	3.2	2.7

"-" = small group, data is masked to keep individual student's results confidential

### School Culture and Climate

The district has identified areas of strength for the district in the area of school culture and climate. The district's strengths are anti-bullying awareness and age-appropriate strategies, high extra-curricular student participation, the Brahma PRIDE program and the use of the Character Counts Curriculum, Red Ribbon Week participation, the online bullying/harassment reporting tool, district-wide security equipment and procedures that have been put in place, the upgrading and addition of security cameras, and the small amounts of gang and drug abuse that is reported. BISD added the Watch Dog program at elementary campuses along with training teachers in mental health and in the ALICE armed intruder program. The district has also added School Resource Officers (SRO) starting in 2018-2019 at each of the campuses for student safety due to recent incidents of school shootings. The district needs to continue to support these areas of strength. The district needs to continue maintenance of and/or upgrades to district facilities and finish implementation of more and/or new security cameras on specific campuses. There is also a need to provide district-wide staff development for ongoing classroom and student management training and to reach out to students not currently involved in extracurricular activities. An additional need is to update the climate survey and staff questionnaires.

## Staff Quality, Recruitment, and Retention

Based on surveys from staff in the district (Fall 2018) and central administration, the professional development needs are for research-based instructional strategies for all core subjects (Reading/English/Writing, Mathematics, Science, and Social Studies), modifying curriculum and differentiating instruction for students in the inclusion setting and general education setting, accommodating for ELL and Section 504 students in the classroom, accommodations versus modifications, technology that can be used to assist in teaching and communicating with students, gradebook and technology application training for new personnel, additional Google Apps training, special education and behavior data collection, classroom management/ behavior workshops, working with emotionally disturbed children, severely handicapped students, and/or autistic children, working with students with severe health issues, building vocabulary development for ELL students, sheltered instruction classroom techniques, curriculum training and planning (within campus and across the district/vertical alignment), training on new curriculum and workday to integrate curriculum material into lesson plans, Eduphoria training, eSped training, TEKS Resource System training, lesson plan creation team building, crisis management, CPI de-escalation training, motivational speakers, STAAR/EOC training, new TEKS, RTI interventions and progress monitoring, bullying, CPR training, Make and Take activities including ESL and Special Education manipulatives, motivating all students especially unmotivated students, paraprofessional specific topics, writing across the curriculum, parental involvement, working with gifted and talented and Pre-AP/AP students, special education legal issues, classroom management, time-management and efficient organizational methods, CTE specific training, and integrating technology into the classroom. With the use of local, Title III, Part A, and IDEA funding, administrators, teachers, and paraprofessionals need opportunities to attend workshops and conferences focusing on survey needs and other district identified needs.

Bellville ISD reviewed the summary of evaluations by staff at the completion of the district professional development in August 2018. In August, over 80% of those participating in the survey rated the overall effectiveness of the professional development activities (4 days) one of the two highest ratings (out of five).

The district currently employs (as of May 2019) 115 staff certified in ESL and 3 teachers certified in bilingual. Sixteen of those teachers are new to the district this year or are returning teachers who received this additional certification this year. Seventy-one of these teachers have an ESL or Bilingual student in their classroom this school year. The district needs to continue to recruit and train teachers to become certified in ESL to meet the needs of these students. The district needs to continue its administrative policy to assist teachers in acquiring this ESL certification.

In order to recruit highly qualified teachers, Bellville ISD sends representatives to area Job Fairs, advertises open positions on the BISSD website, and offers pay incentives for shortage positions (bilingual, life skills, ESL Specialists, and foreign language). These recruiting efforts were identified as strengths for the district and need to be continued in

order to continue to recruit highly qualified staff. The district currently has a 81.1% staff retention rate (up from 78.3% last year). Compared to the student population in the district, Bellville ISD is under represented in Hispanic staff (29.98% student and 4.6 % staff (down 8 from last year)) and African American staff (9.25% students and 2% staff (down 4.2 from last year)). Areas that have been identified as needs for the district in the recruitment of highly qualified staff are offering as competitive of a salary as possible, improving the insurance package, and continuing to recruit more minority staff when possible.

When teachers are hired by Bellville ISD, the district is able to retain teachers by the following identified strengths: providing mentorship opportunities, maintaining an overall good district reputation, strong parental and community support, providing appropriate staff development, employee bonuses, retention stipends, and pay incentives for high need areas, and quality of students and climate. The district needs to continue the positions and programs that have helped to attain these strengths. Areas that have been identified as needs in retaining highly qualified staff is to have more bilingual personnel available on each campus, to help teachers with high needs students, to improve technology services and equipment, and more positive feedback from administrators.

### Curriculum, Instruction, and Assessment

Bellville ISD has identified strengths in the curriculum of the district by utilizing the TEKS Resource System which has vertical alignment documents that align standards across grade levels and instructional focus documents that ensure the appropriate level of rigor for concepts and skills. The district continues to need a curriculum that is vertically aligned, provides specificity to the TEKS for each subject and grade level, provides correlation to the state assessments, and is continually updated as changes are made at the state level. To continue to provide curriculum support to the teachers, the district has a continuing need to provide lesson plan development for new TEKS, training in new Instructional Materials, and technology-based cloud curriculum. The district also has an identified need to expand theatre arts, fine arts and arts after school programs.

Identified strengths in instruction are the use of effective and appropriate interventions used through RTI, IMA funding, the character education program, use of Exchange Days in the school calendar, high school students participating in IPET/PALS, improved security, monetary incentives, behavior specialists and PRC, and outdoor learning centers. The district needs to continue to support these strengths. The identified needs in instruction are an increase in reliable bandwidth and wireless capacity, additional computers/Chromecarts/tablets in each classroom, accountability when using technology, and additional technical support.

The district has identified strengths in the area of assessment in the use of benchmark assessments and progress monitoring assessments in reading through the RTI program. BISD needs to continue to support these strengths.

### Family and Community Involvement

Bellville ISD develops, with the assistance of parents and staff, a Parent and Family Engagement Policy. Input from Site-Based Decision Making Committees and parent surveys are used to update the policy annually. Surveys indicated that the majority of parents were satisfied with the current parent and family engagement activities offered by the districts. These activities should be continued to maintain this level of satisfaction and to continue to meet the needs of parents and families.

The district reviewed various activity lists provided by the campuses to different events throughout the 2018-2019 school year. These lists indicate strong participation by parents in activities provided by the campuses. The district needs to continue to offer and promote these activities to encourage continued strong participation by parents. Identified strengths of the district in parental involvement include the following: the district does a good job in providing opportunities for parent input, providing information to parents in a variety of ways including Gradebook Parent Portal, School Messenger, Remind 101, Edmodo, websites, Twitter, and marquees, the approachability of teachers to parents (that they are welcoming), and campuses having opportunities for programs that involve the community. The district needs to continue to evaluate segments of the population that may not be fully participating in these events and develop ways to better involve these populations.

Other strengths of the district that were identified are that campuses are continuing to reach out to associations for partnership opportunities and community businesses and groups offering generous scholarship opportunities and services for BISD students. The Dads of Great Students “Watch DOGS” to increase male parent/guardian participation on the campuses. The district needs to continue to support these strengths. There were identified needs for BISD to find ways to get more parental participation when campuses offer educational training or meetings for parents and to find additional methods to communicate and involve Spanish speaking families for all campuses.

### School Context and Organization

Bellville ISD is guided by the support and direction provided by the site-based committees at the campus and district levels. For struggling students the district provides effective tutorials and RAP mentors who meet with identified students. Other strengths of the district are the Brahma PRIDE program at the elementary and Junior High levels, strong community support for the schools in the district, and effective tutorial programs.



The district needs to continue positions and programs that support these areas of strength. The following areas were identified as needs of the district: additional technology support and available inventory and additional internet connectivity, bandwidth, and Wi-Fi in certain areas of the district.

## Technology

The Technology Committee of the district meets to evaluate the needs of the district. The committee determines the needs of the district based on findings by campus focus groups, review of the district's technology inventory, student and faculty technology assessments, technology application usage reports, and faculty surveys. These needs include increasing the device access for students to achieve equal access for all students with the goal of 1:1 ratio, to properly maximize the effectiveness of our online curriculum resources, and increasing Wi-Fi access at campuses. Other areas of need are to provide staff development to help teachers achieve the technology skills outlined in the TEKS/ISTE Standards for integrating technology into the curriculum. In addition, multimedia equipment support for teachers to deliver instruction, sufficient staff to support technology already in the district, to expand and continue training for technology related safety issues such as social networks, to continue to provide staff development and student training to increase technology integration that will increase student achievement, and to upgrade network switches to meet the demands of our users and to add additional switches as our needs grow.

The committee also identified strengths of the district that need to be continued. The district has provided Interactive Whiteboards and/or projectors in all core classrooms districtwide, an online gradebook and lesson planner for all teachers, Eduphoria for disaggregation of state assessment and local benchmark data, a digital visitor management system, teacher webpages, online resources for teacher planning and teacher and student tracking, class sets of mobile devices available at each campus, Wi-Fi available at all campuses, increased usage of online classroom communities, digital alert and inventory system, online curriculums for all core subjects, BYOD program at high school campus, increase of technology integration into all subject areas, and the Destiny library system. Maintenance of these items is also an ongoing need for the district.

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## DISTRICT IMPROVEMENT PLAN

### 2019-2020

**DISTRICT GOAL:** I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.

**OBJECTIVE:** A. All student accountability groups, grades 3-11, will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements.

**Strategy (1):** Each campus will schedule benchmark exams for all subject areas assessed on the STAAR tests, as appropriate, and disaggregate data for class performance improvement.

**Responsibility:** Principals, Grade level/Department Chairs

**Resources:** Teacher-made exams, Curriculum Collaborative, Eduphoria

**Timeline:** Each Semester

**Formative Evaluation:** Benchmark exams scheduled by grade level or department.

**Summative Evaluation:** State assessment results meet state/federal standards.

**Strategy (2):** Students not meeting state standards will be offered additional, alternative instructional approaches in order to demonstrate mastery of content.

**Responsibility:** Principals

**Resources:** Grade level/Department Chairs, teachers, counselors, specialized classes

**Timeline:** Each semester

**Formative Evaluation:** Students needing additional assistance to meet state standards will be scheduled in specialized classes, tutorials, or pull-out programs.

**Summative Evaluation:** State assessment results meet state/federal standards.

**Strategy (3):** Students not performing at SSI requirements in reading and/or math in grades 5 and 8, students not meeting passing standards for the next grade level, students who need additional academic instruction, and students who need additional language acquisition skills will be considered for the district summer school sessions.

**Responsibility:** Principals

**Resources:** Grade level/Department Chairs, teachers, State Compensatory funds (\$32,250), Title IA (\$13,000)

**Timeline:** May/June 2019

**Formative Evaluation:** Students identified that meet requirements for summer school.

**Summative Evaluation:** State assessment results meet state/federal standards.

**Strategy (4):** Students identified as “At-Risk” or “Economically Disadvantaged” will receive supplemental instructional techniques and supplemental counseling opportunities.

**Responsibility:** Principals, Executive Director of Administration, Executive Director of Special Programs

**Resources:** Grade level/Department Chairs, teachers, State Compensatory Funds (\$384,390)

**Timeline:** Each six weeks

**Formative Evaluation:** Supplemental instruction provided for “At-Risk” and “Economically Disadvantaged” students.

**Summative Evaluation:** State assessment results meet state/federal standards.

**Strategy (5):** Tutorial programs will be available, as appropriate, at each campus.

**Responsibility:** Principals

**Resources:** Executive Director of Administration, teachers, State Compensatory Funds (\$31,472)

**Timeline:** Each six weeks

**Formative Evaluation:** Tutorial schedules set for each campus to meet individual needs of students.

**Summative Evaluation:** Final subject-area course grades are 70% or greater.

**Strategy (6):** Continue Response to Intervention (RTI) in Reading and develop in Math (where possible).

**Responsibility:** Principals, Executive Director of Special Programs, Executive Director of Administration

**Resources:** Principals, counselors, teachers

**Timeline:** Each semester

**Formative Evaluation:** Develop plan for continuation of RTI.

**Summative Evaluation:** RTI implemented in Reading and Math (where possible).

**Strategy (7):** Provide supplemental instructional supplies and/or supplemental tutoring opportunities for students identified as homeless (as needed).

**Responsibility:** Principals, Homeless Liaison

**Resources:** Principals, teachers, Title IA set-aside (\$1,910)

**Timeline:** Each six weeks

**Formative Evaluation:** Student Residency Questionnaires and Campus follow-up interviews complete and family interest and need of services noted.

**Summative Evaluation:** Homeless students' state assessment results meet state/federal standards.

**Strategy (8):** Increase Masters Grade Level performance on the STAAR test for all subjects.

**Responsibility:** Principals, teachers

**Resources:** TEKS Resource System, Executive Director of Administration, Region VI

**Timeline:** Each six weeks

**Formative Evaluation:** Methods for increasing high levels of achievement identified.

**Summative Evaluation:** State assessment results meet Masters Grade Level performance standards.

**Strategy (9):** Increase the number of students graduating with an Endorsement and a Distinguished Level of Achievement.

**Responsibility:** HS Principal, HS Counselors

**Resources:** Principals, Executive Director of Administration, Superintendent

**Timeline:** May 2020

**Formative Evaluation:** Programs are planned and in place to increase the number of students graduating with an Endorsement and a Distinguished Level of Achievement.

**Summative Evaluation:** The number of students graduating with an Endorsement and a Distinguished Level of Achievement has increased from the previous year.

**DISTRICT GOAL: I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

**OBJECTIVE: B. Students will be provided an instructional classroom environment that utilizes technology for the purposes of teaching and learning.**

**Strategy (1):** Technology application skills will be taught in grades K-12.

**Responsibility:** Executive Director of Administration, Technology Instructional Specialist

**Resources:** TEKS, principals, Technology Instructional Specialist, technology lab paraprofessionals

**Timeline:** Each six weeks

**Formative Evaluation:** Continuous monitoring of skills taught on each campus.

**Summative Evaluation:** Student work produced through the use of technology skills taught at 100%.

**Strategy (2):** Use the TEKS Resource System as the District's primary resource for scope and sequence.

**Responsibility:** Executive Director of Administration

**Resources:** Director of Technology, principals, teachers

**Timeline:** Each six weeks

**Formative Evaluation:** Training provided for new and returning teachers.

**Summative Evaluation:** Ongoing feedback provided from administrators and teachers.

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

**Responsibility:** Director of Technology

**Resources:** Technology Committee, principals, technology staff, Superintendent

**Timeline:** Each six weeks

**Formative Evaluation:** Technology needs are identified by Technology Committee and funds are reserved for expanded technology capacity.

**Summative Evaluation:** State assessment results meet state/federal standards.

**DISTRICT GOAL: I. Meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA.**

**OBJECTIVE: C. All students will explore and develop career pathways and post-secondary opportunities.**

**Strategy (1):** Elementary students will be directed toward career awareness through designed CTE activities.

**Responsibility:** CTE Coordinator, counselors

**Resources:** Principals, teachers, CTE materials

**Timeline:** Each semester

**Formative Evaluation:** Activities planned for elementary students.

**Summative Evaluation:** Documentation of planned career activities that were presented to students.

**Strategy (2):** Provide program for 7<sup>th</sup> grade students that allow them to identify occupations that match their personal interests.

**Responsibility:** Counselors, CTE Coordinator

**Resources:** Computer-based career exploration program

**Timeline:** Spring semester

**Formative Evaluation:** Activity scheduled for 7<sup>th</sup> grade students.

**Summative Evaluation:** 7<sup>th</sup> grade students participate in career exploration activity.

**Strategy (3):** Provide a variety of career exploration opportunities for 8<sup>th</sup> grade students.

**Responsibility:** Counselors, CTE Coordinator

**Resources:** Career Fair, Course Selection Guide

**Timeline:** Each semester

**Formative Evaluation:** The various career exploration activities are scheduled.

**Summative Evaluation:** 8<sup>th</sup> grade students participate in career exploration activities.

**Strategy (4):** Students in grades 9-12 will investigate and prepare for post-secondary career opportunities.

**Responsibility:** Counselors, CTE Coordinator

**Resources:** Principal, Austin County College and Career Fair, College Night, recruiters

**Timeline:** Each semester

**Formative Evaluation:** Schedule the various CTE activities for high school students.

**Summative Evaluation:** High school students participate in scheduled activities related to post-secondary career opportunities.

**DISTRICT GOAL: II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

**OBJECTIVE:**           **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.**

**Strategy (1):** Continue inclusion district-wide to meet the needs of student's individual educational plans.

**Responsibility:** Principals, teachers, Director of Special Education

**Resources:** Region VI, TEA

**Timeline:** Each six weeks

**Formative Evaluation:** Schedule of individual special education student's needs is completed for each campus.

**Summative Evaluation:** Special Education students' course grades, benchmark results, and state assessment results meet local/state/federal standards.

**Strategy (2):** Continue to decrease the over-representation of African-American students identified in Special Education (if warranted).

**Responsibility:** Principals, Director of Special Education

**Resources:** Diagnosticians, Region VI, TEA

**Timeline:** Each six weeks

**Formative Evaluation:** Methods to decrease the over-representation are identified.

**Summative Evaluation:** The gap between the percentage of African-American Special Education students and African-American representation in all students is narrowed compared to previous years.

**Strategy (3):** Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.

**Responsibility:** Principals

**Resources:** PBIS Coordinator/Behavior Specialist, LSSP, Director of Special Education, Region VI

**Timeline:** Each six weeks

**Formative Evaluation:** Documentation of use of strategies and techniques prior to any discipline placement is completed.

**Summative Evaluation:** The behavior improvement plans are developed and used.

**DISTRICT GOAL:**       **II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

**OBJECTIVE:**           **B. Strategies will be implemented for all students who are identified as English Language Learners to provide an instructional environment that meets their individual needs.**

**Strategy (1):** Recruit and hire elementary bilingual teachers through 5<sup>th</sup> grade.

**Responsibility:** Elementary principals, Superintendent

**Resources:** Executive Director of Special Programs, Online Job Postings, Region VI

**Timeline:** August 2019

**Formative Evaluation:** Bilingual jobs are posted on district website.

**Summative Evaluation:** Bilingual teachers are hired and teaching in bilingual classrooms.

**Strategy (2):** Assist teachers and new hires (within first year) to acquire ESL Certification.

**Responsibility:** ESL Specialists, principals, Executive Director of Special Programs

**Resources:** Region VI ESL mini-academies, local funds

**Timeline:** May 2020

**Formative Evaluation:** Teachers are notified of the policy and are scheduled to attend ESL mini-academies, and register for appropriate TExES tests.

**Summative Evaluation:** All new hires and identified existing teachers are ESL certified.

**Strategy (3):** Train ESL teachers to help equip them to meet the needs of ELL students.

**Responsibility:** ESL Specialists, Executive Director of Special Programs

**Resources:** Region VI, TEA

**Timeline:** Each six weeks

**Formative Evaluation:** Workshops and other training opportunities are planned or identified and communicated to ESL teachers.

**Summative Evaluation:** ELL students' TELPAS and student assessment results meet state/federal standards.

**DISTRICT GOAL:**      **II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

**OBJECTIVE:**              **C. Strategies will be implemented for all students enrolled at a Title I school-wide campus to provide an instructional classroom environment that meets their individual needs.**

**Strategy (1):** Provide assistance to identified students through the Response to Intervention Program.

**Responsibility:** Title I Paraprofessionals, Title I Teachers, Principals

**Resources:** RTI Intervention Programs, Executive Director of Special Programs

**Timeline:** Each six weeks

**Formative Evaluation:** Students are identified and attending RTI classes.

**Summative Evaluation:** State assessment results meet state/federal standards and RTI benchmark results meet local cut-off standards.

**Strategy (2):** Provide certified teachers, paraprofessionals, and instructional supplies to provide Title I services.

**Responsibility:** Principals

**Resources:** Title IA funds (\$339,958), local funds

**Timeline:** August 2019

**Formative Evaluation:** Teacher and paraprofessional positions are posted (as needed) and needed instructional supplies are identified.

**Summative Evaluation:** Teacher and paraprofessionals are hired and instructional supplies are utilized with students on Title I campuses.

**Strategy (3):** Assistance will be provided through a Contracted Fee Service with Region VI to meet the requirements of the ESEA as amended.

**Responsibility:** Executive Director of Special Programs

**Resources:** Region VI, Title IA funds (\$8,595)

**Timeline:** August 2019

**Formative Evaluation:** Federal Funds Consolidated Application is submitted via eGrants.

**Summative Evaluation:** Federal Funds Consolidated Application is awarded by TEA and all indicators on the Initial Compliance Review are met.

**DISTRICT GOAL:**      **II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

**OBJECTIVE:**              **D. Strategies will be implemented for all students who are identified as Gifted and Talented to provide an instructional environment that meets their individual needs.**

**Strategy (1):** Determine individual methods that can be used to identify more African-American and Hispanic students who have GT characteristics.

**Responsibility:** GT teachers, principals, Executive Director of Special Programs

**Resources:** TEA

**Timeline:** May 2020

**Formative Evaluation:** Research assessment and identification methods that are non-biased.

**Summative Evaluation:** The gap between the percentage of African-American and Hispanic students and their overall representation in the district is narrowed compared to previous years.

**Strategy (2):** Provide each teacher new to the district an orientation to the district's GT identification processes and the district's services for GT students.

**Responsibility:** GT teachers, Executive Director of Special Programs

**Resources:** BISD GT Handbook, BISD Board Policy

**Timeline:** August 2019

**Formative Evaluation:** Orientation is developed.

**Summative Evaluation:** New teachers are provided orientation at the New Personnel Orientation.

**Strategy (3):** Continue to train additional teachers in GT characteristics.

**Responsibility:** Executive Director of Special Programs

**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.

**Summative Evaluation:** Teachers that were identified as in need of training in GT characteristics have successfully completed GT training.

**DISTRICT GOAL:**       **III. Bellville ISD will encourage opportunities for parental and community involvement**

**that supports the educational processes of the District.**

**OBJECTIVE:**           **A. Maintain the positive relationships developed between the school district and the**

**local business community and other community groups.**

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

**Responsibility:** CTE Coordinator

**Resources:** Business partners, counselors, CTE teachers

**Timeline:** Each semester

**Formative Evaluation:** Business partners are identified.

**Summative Evaluation:** Database of local business and community education partners is continually updated.

**Strategy (2):** Continue the development of a CTE student database that identifies employment partnerships.

**Responsibility:** CTE Coordinator, counselors

**Resources:** CTE Work/Study participants, employers

**Timeline:** Each semester

**Formative Evaluation:** Identify students and place of employment.

**Summative Evaluation:** Database developed and current.

**Strategy (3):** Recognize and develop partnerships with business and community groups to support our students.

**Responsibility:** CTE Coordinator, CTE teachers, counselors, principals

**Resources:** Local news media, emails, letters

**Timeline:** Each semester

**Formative Evaluation:** Determine recognition and outreach strategies.

**Summative Evaluation:** Business and community partners are recognized by BISD for their involvement with our students.

**DISTRICT GOAL:**       **III. Bellville ISD will encourage opportunities for parental and community involvement**  
**that supports the educational processes of the District.**

**OBJECTIVE:**           **B. Provide opportunities for parental/community involvement in school activities.**

**Strategy (1):** Provide registration sites for parents that attend school sponsored functions.

**Responsibility:** Campus principals

**Resources:** Campus activities, teachers, sponsors

**Timeline:** Each semester

**Formative Evaluation:** Determine parent sign-in opportunities during the school year.

**Summative Evaluation:** Keep sign-in rosters on file at the campus.

**Strategy (2):** Provide mentoring opportunities through community-based mentoring programs.

**Responsibility:** Campus principals

**Resources:** Counselors, teachers, community-based mentoring program coordinators

**Timeline:** Each semester

**Formative Evaluation:** Identify students that need a mentor.

**Summative Evaluation:** Students are matched with a mentor and attend mentoring sessions.

**Strategy (3):** Provide mentoring opportunities through the BHS Instructional Practices in Education and Training program.

**Responsibility:** Campus principals

**Resources:** HS CTE teacher

**Timeline:** Each semester

**Formative Evaluation:** Determine class assignments for HS students.

**Summative Evaluation:** Elementary students mentored by HS students.

**DISTRICT GOAL:**       **III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational process.**

**OBJECTIVE:**           **C. Provide awareness of higher education opportunities for all students.**

**Strategy (1):** Inform parents and students of opportunities that are available through programs related to higher education.

**Responsibility:** Counselors, principals

**Resources:** District website, individual graduation plan, College Admissions for Parents Presentations, TEA, Region VI

**Timeline:** Each semester

**Formative Evaluation:** Determine plan to communicate this information to parents and students.

**Summative Evaluation:** Information disseminated as planned.

**Strategy (2):** Encourage college and higher education awareness through College Day activities.

**Responsibility:** Principals, Counselors

**Resources:** Announcements, teachers



**Timeline:** Each six weeks

**Formative Evaluation:** Schedule College Day for all campuses.

**Summative Evaluation:** All campuses participated in College Day activities.

**DISTRICT GOAL:** IV. The District will recruit and hire appropriately certified teachers as required by TEA.

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

**Strategy (1):** Maintain and update all teacher personnel files for certification compliance.

**Responsibility:** Executive Director of Administration

**Resources:** Central Administration office staff, Region VI

**Timeline:** Each semester

**Formative Evaluation:** Conduct review of existing files.

**Summative Evaluation:** Personnel files are updated to meet state compliance.

**Strategy (2):** Attend teacher job fairs to recruit certified teachers.

**Responsibility:** Superintendent, Campus Administrators

**Resources:** University job fairs, ESC VI

**Timeline:** Spring semester

**Formative Evaluation:** Select opportunities to attend job fairs.

**Summative Evaluation:** Attend job fairs to attract certified teachers to BISD.

**DISTRICT GOAL:** IV. The District will recruit and hire appropriately certified teachers as required by TEA.

**OBJECTIVE:** B. All teachers and support personnel will participate in meaningful professional development based on campus and district needs.

**Strategy (1):** Professional development programming will be directed to meet the needs of individual campuses, as well as district-wide needs.

**Responsibility:** Executive Director of Administration, principals

**Resources:** State/federal requirements, curriculum, TAPR data, local funds

**Timeline:** May 2020

**Formative Evaluation:** Input from individual campuses received; state/federal requirements determined.

**Summative Evaluation:** Professional development program developed based on needs assessment.

**Strategy (2):** Continue to make teachers aware of the TEA recertification requirement every five years.

**Responsibility:** Teachers

**Resources:** Executive Director of Administration, Principals

**Timeline:** Each semester

**Formative Evaluation:** Inform/remind teachers of SBEC requirements for recertification.

**Summative Evaluation:** Teachers maintain their own personal documentation file for recertification purposes and apply for recertification as necessary.

**DISTRICT GOAL:** IV. The District will recruit and hire appropriately certified teachers as required by TEA.

**OBJECTIVE:** C. Bellville ISD will employ a highly diverse instructional faculty and staff that are reflective of the student population.

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

**Responsibility:** Superintendent

**Resources:** US Equal Employment Opportunity Commission, TEA, Region VI

**Timeline:** June 2020

**Formative Evaluation:** All recruitment and application processes are reviewed for compliance.

**Summative Evaluation:** All recruitment and application processes continue to not discriminate according to applicable federal laws.

**Strategy (2):** Aggressively search for minority staff by contacting colleges and universities historically serving minorities.

**Responsibility:** Superintendent, principals

**Resources:** Region VI, local colleges and universities

**Timeline:** June 2020

**Formative Evaluation:** Colleges and universities are contacted.

**Summative Evaluation:** Demographics of instructional staff are more reflective of overall student enrollment.

**DISTRICT GOAL:** V. The District will provide a safe, drug free, positive learning and teaching environment for students and staff members.

**OBJECTIVE:** A. Provide a positive school culture and climate.

**Strategy (1):** Improve communication at all levels and areas in the district.

**Responsibility:** Principals, Superintendent

**Resources:** District website, email, campus faculty meetings, Administrator meetings

**Timeline:** Daily/Monthly

**Formative Evaluation:** Website and email communication and faculty/administrator meetings are monitored.

**Summative Evaluation:** Daily and monthly monitoring verifies completion of communication at all levels and areas in the district.

**Strategy (2):** Continue emphasis on character development through the “*Character Counts*” program.

**Responsibility:** Principals, counselors

**Resources:** Executive Director of Administration, principals, counselors, teachers, character attributes

**Timeline:** Each six weeks

**Formative Evaluation:** Character attributes promoted throughout the school district.

**Summative Evaluation:** Character Counts identified attributes are emphasized with all students.

**Strategy (3):** Improve and expand drug awareness programs such as Red Ribbon Week activities.

**Responsibility:** Principals, counselors, teachers

**Resources:** Region VI

**Timeline:** Each semester

**Formative Evaluation:** Drug awareness programs are reviewed and expansion and improvements are planned.

**Summative Evaluation:** Drug awareness programs take place on each campus.

**Strategy (4):** Continue implementation of phase one of PBIS for Tier 1 and 2 in Grades PK-8.

**Responsibility:** PBIS District Committee, PBIS Coordinator/Behavior Specialist, Director of Special Education, principals, counselors, teachers

**Resources:** LSSP, Executive Director of Administration, Region VI  
**Timeline:** Each Semester  
**Formative Evaluation:** District PBIS Framework is being implemented.  
**Summative Evaluation:** Consistent implementation of District PBIS Framework is evident.

**Strategy (5):** Continue implementation of phase one of RISE (a Tier 3 behavior intervention program) in PK-8.

**Responsibility:** RISE Teachers, RISE Paraprofessionals, PBIS Coordinator/Behavior Specialist, Director of Special Education, principals, counselors, teachers

**Resources:** LSSP, Executive Director of Administration, Region VI, Title IA funds (\$49,991), Title IVA funds (\$47,627), local funds

**Timeline:** Each Semester

**Formative Evaluation:** RISE Guidelines are being implemented.

**Summative Evaluation:** RISE Guidelines are implemented at the campus level.

**DISTRICT GOAL:**        **V. The District will provide a safe, drug free, positive learning and teaching environment for students and staff members.**

**OBJECTIVE:**            **B. Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.**

**Strategy (1):** Utilize contracted trained canines to search campuses on an unannounced schedule.

**Responsibility:** Superintendent

**Resources:** Contracted canine resources

**Timeline:** Each semester

**Formative Evaluation:** Execute contract for trained canine services.

**Summative Evaluation:** Campus searches are conducted throughout the school year.

**Strategy (2):** Keep students secure on campuses during school day with assistance from security cameras and fences.

**Responsibility:** Campus administrators

**Resources:** Director of Technology, security cameras, fences

**Timeline:** Each six weeks

**Formative Evaluation:** Complete installation of security cameras and fences on all campuses.

**Summative Evaluation:** Secure multiple areas on each campus with security cameras and fences.

**Strategy (3):** Prevent bullying at school through an awareness campaign on all campuses and provide online Report Tool.

**Responsibility:** Executive Director of Administration, principals, Director of Technology

**Resources:** ESC VI, campus administrators

**Timeline:** Each semester

**Formative Evaluation:** Update campus bullying plans.

**Summative Evaluation:** Bullying awareness campaign is implemented.

**Strategy (4):** Address issues related to education about and prevention of dating violence as required by HB121.

**Responsibility:** Executive Director of Administration, campus principals, counselors

**Resources:** Safe Dates Curriculum, ESC Region VI, Department of Family and Protective Services

**Timeline:** Each semester

**Formatted Evaluation:** State and locally developed reports considered.

**Summative Evaluation:** Fewer incidence of dating violence reported at end of school year.

**Strategy (5):** Increase teacher, student and parent awareness of issues regarding sexual abuse of children as required by HB1041.

**Responsibility:** Executive Director of Administration, campus principals and counselors

**Resources:** Local curriculum, ESC Region VI Specialists, Department of Family and Protective Services

**Timeline:** Each semester

**Formatted Evaluation:** State and locally developed reports considered.

**Summative Evaluation:** Fewer incidence of sexual abuse reported at end of school year.

**Strategy (6):** Update the District/Campus Crisis Management Plans.

**Responsibility:** Superintendent

**Resources:** ESC VI, campus administrators

**Timeline:** Each semester

**Formative Evaluation:** Conduct review of current crisis management plans.

**Summative Evaluation:** Update crisis management plans as necessary.

**DISTRICT GOAL:** VI. The District will strive to successfully graduate 100% of its students from high school.

**OBJECTIVE:** A. The District will achieve a drop-out rate of less than 2.0% and an attendance rate of more than 96%.

**Strategy (1):** Assign high school students to the Spicer Alternative Education Center who are at risk of not graduating on time with their cohort group.

**Responsibility:** Principal

**Resources:** Spicer AEC Coordinator, Edgenuity, counselors, SCE funds (\$80,614)

**Timeline:** Each six weeks

**Formative Evaluation:** At risk students identified as potential drop-outs.

**Summative Evaluation:** Evaluate the graduation success rate of those students who participate in the Spicer AEC program.

**Strategy (2):** Communication to parents when a student demonstrates absence tendencies.

**Responsibility:** Principal

**Resources:** Campus PEIMS clerk, Assistant Principals, teachers, parents, students

**Timeline:** Each six weeks

**Formative Evaluation:** Monitor individual student absences.

**Summative Evaluation:** Contact made with the student and parent to address issues related to excessive absences.

**Strategy (3):** Review PEIMS absence data by campus administration every six weeks.

**Responsibility:** Superintendent, principals

**Resources:** Campus PEIMS clerk

**Timeline:** Each six weeks

**Formative Evaluation:** Absence data reviewed by campus administrators.

**Summative Evaluation:** Action taken to address each individual school absence issue.

**Strategy (4):** Review of all DAEP placements by Central Administration..

**Responsibility:** Executive Director of Administration

**Resources:** Region VI, Referral Forms, PEIMS Data Standards

**Timeline:** Each six weeks

**Formative Evaluation:** Meetings are scheduled and held by central administrators.

**Summative Evaluation:** Indicators on the Data Validation Monitoring for discipline are met.

**Strategy (5):** Increase follow-up activities when students return to home campuses in order to deter return to DAEP.

**Responsibility:** Principals, counselors

**Resources:** Spicer AEC Coordinator, Spicer Assignment Information form

**Timeline:** Each six weeks

**Formative Evaluation:** Follow-up activities are noted on the Spicer Assignment Information form at the Spicer Exit Interview.

**Summative Evaluation:** Follow-up activities are documented as complete on the Spicer Assignment Information form.

**DISTRICT GOAL:** VII. The District will promote participation in extra-curricular academic competition.

**OBJECTIVE:** A. Recruit and increase high school student participation in UIL Academic Contests.

**Strategy (1):** Provide time during the school day for academic coaches to meet periodically with their UIL students.

**Responsibility:** Principal

**Resources:** Campus UIL Coordinator, academic coaches

**Timeline:** Each semester

**Formative Evaluation:** Schedule devised to accommodate time considerations for academic coaches to meet with their students.

**Summative Evaluation:** Time provided for academic coaches to meet with their students.

**Strategy (2):** Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic contests.

**Responsibility:** Principal

**Resources:** Campus UIL Coordinator, academic coaches

**Timeline:** Fall semester

**Formative Evaluation:** Consider materials and equipment needed for UIL academic contests.

**Summative Evaluation:** Purchase the necessary materials and equipment for UIL academic contests.

**Bellville ISD**  
**Site Based Decision Making Committee**  
**2018-2019**

	2018-2019
BHS Teacher	Carlos Becerra
BHS Teacher	Nicole McEnerney
BJH Teacher	Susan Crawford
BJH Teacher	Cay Arant
OBI Teacher	Sandy Newman
OBI Teacher	Wendy Diezi
OBP Teacher	Sheridan Malota
OBP Teacher	Anne Davis
WE Teacher	Donna Lambert
WE Teacher	Melanie Drake
District Admin	Dr. Nicole Poenitzsch
District Admin	Dr. Michael Coopersmith
Campus Admin - Elem	Dr. Tony Hancock
Campus Admin - Sec	Daniel Symm
Parent	
Parent	
Community	Kay O'Jibway

# Bellville Independent School District

## ESSA Parent and Family Engagement Policy

### **Statement of Purpose**

The Bellville Independent School District (BISD) is committed to providing quality education to every student in the district. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. BISD intends to include parents and family members in all aspects of the district's Title I programs to create a school-home partnership that will promote student success. The district believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child.

### **Develop Jointly**

The Title I Campus Site-Based Decision-Making (SBDM) Committees are comprised of school personnel, parents, and community members. The campus SBDM committees will annually review the District ESSA Parent and Family Engagement Policy and revise it as necessary. The BISD District SBDM committee is comprised of parents, members of the community, teachers, school principals, and district administration. This committee which develops the District Improvement Plan will incorporate the District ESSA Parent and Family Engagement Policy into the District Improvement Plan, resolve differences to the plan from the campus SBDM committees, if needed, and suggest revisions to the Title I Campus SBDM Committees as needed.

### **Build Capacity of Schools**

BISD will provide coordination, technical assistance, and other necessary support to assist and build the capacity of all Title I, Part A schools in the district in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. BISD will work with Title I schools to ensure that the required school-level Parent and Family Engagement Plans meet the requirements of the ESSA. BISD will provide the following to Title I schools: support from the Executive Director of Special Programs, professional development provided to Title I Intervention Teachers and Paraprofessionals, technical assistance with Title I budget, job descriptions, time and effort documentation, TEA validation requests, private non-profit school consultation and coordination, and other compliance issues. BISD will provide technical support for Title I intervention teachers and campus staff with assessments, intervention programs, and coordination with other special programs. BISD will provide support and training to principals, teachers, and staff to promote the parent and family engagement opportunities including training developed with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.

### **Parent Assistance**

BISD will, with the assistance of Title I schools, provide assistance to parents/families in understanding such topics as the challenging state academic standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their

children. Opportunities for assistance will include campus Title I meetings, parent/teacher conferences, presentations at PTO activities, letters/text messages sent home, and ESL parent education FIESTAs.

### **Coordinate Services**

BISD will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local programs by considering these strategies in the needs assessment of the district and if necessary, integrating strategies into the District Improvement Plan.

### **Opportunities for Parental Involvement**

Parents can become involved in their children's education through a variety of ways. BISD values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other family outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. BISD will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Parents may contribute through volunteer programs;
- Parents may participate by attending school meetings at a variety of times;
- Parents are invited to serve on committees;
- Parents are invited to develop training for educators;
- Parents are surveyed to get their input about school.

### **Parent/Staff Communication**

Parents will be informed of school activities through various avenues of communication throughout the school year. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, and written notices will be used to establish and maintain open lines of communication with parents. The district will welcome and respond to efforts by parents to communicate with the school. Parents may request a translator for conferences, and as much as possible, communication will be sent home in a language parents understand.

### **Evaluation and Response**

Parents and family will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I program conducted by each Title I Campus. BISD will assess the needs of parents and children in the school community using a variety of tools including a survey or questionnaire and including parent suggestions and/or requests. The evaluation will include an assessment of overall parent and family engagement and identify barriers to parent and family participation that still need to be overcome, needs of parents and family members to assist with the learning of their children, and strategies to support successful school and family interactions. The findings will be used to revise the Title I program to meet the current needs, including any reasonable support for parental involvement activities requested by parents, to design evidence-based strategies for more effective parental involvement in the District and/or Campus Improvement Plan, and to revise, if necessary, the district and/or school parent and family engagement policies. If necessary, workshops or other training will be made available to educators and parents to address these identified needs. Parents will be notified about materials and training provided to help parents work with their children to improve their children's achievement, such as in literacy and technology. The district and each campus will welcome and receive at any time recommendations about the Title I program.