



DISTRICT IMPROVEMENT PLAN

2019-2020

Adopted by the Board of Trustees on ____ October 21, 2019 ____

***BELLS INDEPENDENT SCHOOL
DISTRICT
Tricia Meek, Superintendent***

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District Improvement Committee Members Bells Independent School District

ELEMENTARY SCHOOL REPRESENTATIVES

Carla Norris, counselor
Tammy Kvale, special education
David Marsh, teacher rep
Lauron Goode, teacher rep

JUNIOR HIGH REPRESENTATIVES

Kristi Stubbs, counselor
Jackie Sue High, special education
Donna Nichols, teacher rep
Colt Henderson, teacher rep

HIGH SCHOOL REPRESENTATIVES

Karri Branam, counselor
Shellie Crane, special education
Jason Smith
Erin Wornhor

BUSINESS/COMMUNITY/PARENT REPRESENTATIVES

Mandy Hitsman, BES parent rep
Amanda Smith, PJH parent rep
Kerri Priest, BHS parent rep
Dava Washburn, higher education rep
Tim Brown, business / community rep

DISTRICT REPRESENTATIVES

Josh Weger, assistant Superintendent / committee chair
Ross Chlapecka, technology director
Deborah Williams, school nurse



VISION STATEMENT

Bells ISD will create an innovative learning environment of high expectations to help students achieve personal success while becoming responsible citizens.

MISSION STATEMENT

It is the mission of Bells ISD to provide engaging, purposeful learning experiences every day that develop graduates who are productive citizens in a technologically advanced job market.

DISTRICT GOALS for 2019-2020

1. Bells ISD will promote high standards for academic achievement to ensure that every student earns a high school diploma and meets postsecondary goals.
2. Bells ISD will support a positive and safe working environment for all Bells ISD employees and students.
3. Bells ISD will cultivate a system of strong communication that promotes family engagement and community partnership.
4. Bells ISD will commit resources to attract and retain highly qualified employees for all positions in the district.

Comprehensive Needs Assessment Prioritized Strengths and Areas of Concern

CURRENT ACCOUNTABILITY RATINGS:

Bells ISD – “A” Rating

Bells Elementary – “B” Rating

A.R. Pritchard Junior High – “A” Rating

Bells High School – “A” Rating

NEEDS ASSESSMENT

2019 State Testing Data

Bells Elementary

3 Distinctions

- Mathematics
- Science
- Postsecondary Readiness

Pritchard Junior High

6 Distinctions

- ELA / Reading
- Mathematics
- Social Studies
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Bells High School

3 Distinctions

- Mathematics
- Science
- Social Studies

***2018 Bells ISD Scores

*7th Grade Math scores do not include advanced 7th grade performance.

Bells Elementary				Pritchard Junior High			
3rd Grade	Approaches	Meets	Masters	6th Grade	Approaches	Meets	Masters
Reading	68/79	30/51	13/25	Reading	76/66	48/31	32/16
Math	79/79	43/49	21/28	Math	87/85	61/43	37/13
4th Grade	Approaches	Meets	Masters	7th Grade	Approaches	Meets	Masters
Reading	79/87	41/63	24/31	Reading	83/90	61/76	42/49
Math	86/94	59/73	47/53	Math	85/87	45/63	11/12
Writing	76/78	43/49	10/10	Writing	80/88	58/69	25/21
5th Grade	Approaches	Meets	Masters	8th Grade	Approaches	Meets	Masters
Reading	85/85	61/69	30/49	Reading	94/88	71/58	34/26
Math	95/100	72/80	47/46	Math	96/88	85/71	48/28
Science	88/88	71/63	46/43	Science	91/88	59/67	20/47
				Social Stud.	81/80	47/42	30/30
				Algebra I	100/100	100/100	100/80
Bells High School							
EOC Exams	Approaches	Meets	Masters				
English I	79/74	70/59	18/10				
English II	78/82	64/63	8/8				
Algebra I	85/90	62/58	25/28				
Biology I	100/92	82/78	32/26				
US History	92/98	75/80	45/38				

<p>Annual Grade Level Passing Rate 2018-2019</p> <p>These are the rates after summer school / credit recovery.</p>	<p><u>Bells Elementary School</u> Kindergarten – 96% Third Grade – 100 % First Grade – 100% Fourth Grade – 100% Second Grade – 100% Fifth Grade - 100%</p> <p><u>Pritchard Junior High</u> Sixth Grade – 100% Seventh Grade – 100% Eighth Grade -100%</p> <p><u>Bells High School</u> Ninth Grade – 100% Tenth Grade – 100% Eleventh Grade – 100% Twelfth Grade – 100%</p>
<p>Comprehensive Needs Assessment Additional Data</p>	
<p>Percentage of at-risk students at each campus (2018-2019)</p>	<p>Bells Elementary: 17.66% Pritchard Junior High: 30.6%</p> <p>Bells High School: 35.6%</p>
<p>Percentage of economically disadvantaged students (2018-2019)</p>	<p>Bells Elementary: 48.7%; Pritchard Junior High: 35.6%</p> <p>Bells High School: 30.4%</p>
<p>Most recent dropout rate (secondary)</p>	<p>Bells Elementary: N/A Pritchard Junior High: 0%</p> <p>Bells High School: 0%</p>
<p>Mean SAT and ACT scores for 2018-2019 (secondary)</p> <p>*2017-18 scores</p>	<p><u>Mean ACT scores</u> (107 ACT exams were taken in 2018-19) Composite – 20.37 / 19.94</p> <p><u>Mean PSAT scores</u> (scores of juniors only) Composite — 957 / 943</p>

<p>Percentage of students completing Honors, Pre-AP and /or AP classes during 2019-2020 (secondary)</p>	<p>Pritchard Junior High: 6th Grade Advanced Math – 30% 7th Grade Pre-Algebra – 27% 8th Grade Algebra I– 18% 8th Grade Spanish I – 65%</p> <p>Bells High School: <u>AP Courses</u> AP English III - 25% AP English IV - 0% AP Calculus - 18% AP Biology - 19% AP World History - 21%</p> <p><u>Dual Credit Courses</u> DC English – 26% DC US History – 42% DC Government – 26% DC Economics – 26% DC Stats/College Algebra – 4% Music Appreciation – 3% Psychology, Sociology – 13%</p>
<p>Number of students taking AP exams in spring 2019 (secondary)</p>	<p>Bells High School</p> <p>64 AP Exams were given at BHS, only 48 were given in spring 2018</p>

DATA REVIEWED

- ◆ **District Goals/Plan**
- ◆ **Principals' Comprehensive Needs Assessment Tools.**
- ◆ **Disaggregation of longitudinal TAPR data using AWARE.**
- ◆ **Disaggregation of current-year state assessment data using AWARE and State Accountability Reports.**
- ◆ **Prior year budgets/entitlements and expenditures in relation to current year funding priorities.**
- ◆ **Staff development needs surveys**
- ◆ **District and Campus-led administrative meetings**
- ◆ **Results of State and Federal planning requirements**
- ◆ **Teacher retention rates**
- ◆ **Student retention rate**
- ◆ **Special programs data reports**
- ◆ **SAT/ACT/Advanced Placement Results along with High Ed Coordinating Board Reports**
- ◆ **PBM Reports**

STRENGTHS

- Accountability Rating
- STAAR Performance (85% or higher) in 4th Math, 5th Reading, 5th Math, 5th Science, 6th Math, 7th Math, 8th Reading, 8th Math, 8th Science, Algebra I, Biology, and US History
- Assessment performance of re-testers
- Technology available to students through Chromebooks and mobile computer labs.
- Variety of CTE courses and sequences at BHS
- Communication with parents in areas of curriculum, student achievement, assessment and graduation requirements.
- Variety of extra-curricular activities such as Band, Robotics, Athletics, and FFA; a high participation rate from students
- Experienced and caring staff
- Take Flight Dyslexia program for elementary dyslexic students
- Community involvement and support of students

DATA SOURCE

2019 State Assessment Reports

Technology Check-out reports

District Technology and Expenditure Reports

Parent meeting sign in sheets

Student Graduation Plan documents

Student enrollment in courses – PEIMS

Student enrollment in extra-curricular programs

<ul style="list-style-type: none"> Improved facilities at the secondary level, more secure campus 	
AREAS OF CONCERN	DATA SOURCE
<ul style="list-style-type: none"> STAAR Performance (<85%) in 3rd Reading, 3rd Math, 4th Reading, 4th Writing, 6th Reading, 7th Reading, 7th Writing, 8th Social Studies, English I, and English II “Masters” level on STAAR performance, we are always wanting to increase the number of students achieving this STAAR performance of special education subgroup in Reading and Math Accountability Rating in Closing the Gaps domain, the only domain in which our district scored a “B” Meeting the needs of a growing ESL population Low numbers in the technical programs at Grayson County College Consistency and follow-through with trainings and programs Future growth, having enough space for an influx of students GT curriculum Dyslexia program for the secondary level Teacher pay, staying competitive with other districts in the area Student and parent apathy 	<p>2019 State Assessment Reports</p>
CAMPUS NEEDS ASSESSMENT DATA: District-Wide Areas for Improvement	
<p><u>Curriculum, Instruction and Technology</u></p> <ul style="list-style-type: none"> Chromebooks in more secondary classrooms. Implementation of Robotics program at PJH. Expand programs at BES and BHS. Focus on high yield instructional strategies at all campuses Focus on writing critically in all subject areas Improved model of Accelerated Instruction (all campuses) Increase attendance rates Reading: Early Literacy Plan and Reading Academy for all K-2 teachers Targeted fluency intervention in K-8 	<p>Spring 2019 Needs Assessments Surveys</p> <p>Spring/Summer 2019 STAAR data</p> <p>2018 Fall TAPR Report</p> <p>2018 PBM Report</p>

- Updated document cameras across the district
- Post-secondary readiness, college, career, and military readiness plan
- Increase presentations by professionals in secondary classrooms.
- Expansion of partnerships with business and community
- Updated website and online registration

School Safety

- Cyber-safety program
- Abstinence and self-esteem programs/awareness
- Vaping education
- More Bullying awareness
- Extra cameras in the buildings and parking lots

Parent Involvement

- Increase parental attendance at curriculum/program/grade nights
- JH to HS transition with students and parents
- Reach out and invite parents and community members to participate in programs
- Parental / Community involvement in LeadR4Life program
- College and Technical Program Night for all sophomores and juniors in partnership with Grayson County College

Special Programs

- Closing the achievement gap between economically disadvantaged students and all students
- Closing the achievement gap between special education students and all students.
- Dyslexia program at the secondary level
- GT training at the secondary level

Legend of Symbols for Completion of Objectives and Strategies

1 = No Progress 2 = Some Progress 3 = Considerable Progress 4 = Accomplished

ACADEMICS

GOAL # 1:

**TEA
Strategic
Priorities**

Bells ISD will promote high standards for academic achievement to ensure that every student earns a high school diploma and meets postsecondary goals.

- #2 Building a foundation of math and reading.
- #3 Connecting high school to career and college
- #4 Improving low-performing schools

TARGET GROUPS: All Students Gifted and talented; Career & Technology; LEP – Limited English proficient; At-risk Dyslexic; 504; SpEd – Special Education

3 = Complete	OBJECTIVES/STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
<i>Target Goal #1: Improve student success rates to achieve the highest standards on State and Federal Accountability.</i>					
3	Meet all PBMAS compliance indicators in 2019-2020 by conforming to federal and state requirements for all academic and special programs.	Superintendent, Assist. Supt., Principals,	Local Funds	2020 PBMAS Report	August – May
3	Meet State Accountability Targets in all domains of the state’s system: I. Student Achievement, II. School Progress, III: Closing the Gaps	Superintendent, Assist. Supt., Principals,	Local Funds, Title I, Title II	2020 State Accountability Ratings	August - May
2	Earn Postsecondary Readiness distinction designation at the district level on state accountability.	Superintendent, Assist. Supt. Principals	Local Funds, Title I, Title II	2020 State Assessment Reports	August – May
4	Conduct comprehensive needs assessments related to accountability data, all school programs, all student populations.	Superintendent, principals, program directors	Time	Tabulated Needs Assessment Instrument	Spring/Summer 2020
4	Conduct accountability data	Principals,	Personnel and Time	Agenda and or minutes of	September-April

	review meetings within content/department and/or grade level meetings to review formative assessment data for progress monitoring.	Teachers, Curriculum Director	Title II	department and/or grade level meetings	
Target Goal #2: Improve access to a challenging curriculum that engages students, promotes critical thinking and achievement at all levels in all student groups. ***TEA Strategic Priority #2 – Building a foundation of math and reading					
2	Follow the Bells ISD Academic Action Plan for 2019-2020 (Appendix G)	Superintendent, Assist. Supt., Principals	Local funds, Title I and Title II funds	2020 STAAR Reports	June/July 2020
4	Ensure a guaranteed and viable curriculum by using the TEKS Resource System in all core classes at all three campuses.	Teachers, Principals, Curriculum Dir.	Local Funds	Lesson Plans, STAAR Data	August – June
3	Incorporate student-centered, hands-on instruction to enhance mastery of the curriculum and higher levels of cognitive learning for all students.	Principals, Curriculum Director	Time	Lesson Plans, Walk-through data	August - June
3	Maintain 22:1 class size ratio (or less) as necessary to ensure high student performance. BES is currently around the 20-21 range per class.	School board, superintendent, principals	Personnel	STAAR data, six weeks reports, PEIMS data	Each nine weeks, August
2	Target writing across the curriculum for all subjects and all grades.	Curriculum Dir., Principals	Local Funds, Time	Lesson plans, STAAR performance	August - May
3	Target K-5 math interventions by strengthening teacher knowledge of guided math practices. Utilize Region 10 ESC for math coaching consultation.	Principals	Time	Lesson plans, Walkthrough documents, STAAR performance	August - May
1	Increase the number and variety of books within the individual classrooms	Teachers	Local Funds	Walk-Through data	August - May
2	Encourage students to participate	Principals,	Time, Personnel, Local	Competition entry lists	August - May

	in FFA, UIL, and BETA club academic competitions. Provide incentives for teachers that donate time towards these events.	UIL sponsors, BETA sponsors, Teachers	Funds		
Target Goal #3: Improve student success rates for all learners including struggling learners and all student groups. ***TEA Strategic Priority #4 – Improving low-performing schools					
3	Use Eduphoria AWARE to disaggregate accountability data to identify students and student groups with special needs in reading, writing, math, science and social studies.	Principals, Program Directors, Teachers	Personnel, 6399 and Title I funds	Campus lists of identified students, student groups content areas, and grade level STAAR data	Ongoing
4	Provide individualized and small group tutoring during the school day and outside of school hours if needed at all campuses. (Advisory periods/Math labs/Additional reading/writing classes)	Principals	Local funds, Title I funding	Master schedules, STAAR data, Report Card data	August – June
3	Target Rtl (response to intervention) strategies at all campuses: pre-referral process, transition program design and program continuity for any student falling below grade-level performance.	Superintendent, Principals, Diagnostician, Counselors Teachers	Personnel and Time	Program review, benchmarks, report cards and STAAR data	June, August
2	Increase the performance of special education students on state assessments in all subject areas.	Principals All Teachers	Time, Professional Development, IDEA funding, Title II Part A funds	2020 STAAR reports, PBMAS report, TAPR report	June 2020
2	Increase the performance of economically disadvantaged students on state assessments in all subject areas.	Principals, Teachers	Local, State and Federal Funding	2020 STAAR data	June 2020
2	Purchase <i>Math in Practice</i> and <i>Context for Learning Mathematics intervention</i> resources from Heinemann to use in intervention	BES Principal, Teachers	Title I	Math progress on PBMAS, STAAR data	January – June

	blocks.				
4	Continue using the following programs for intervention and assessment: Istation, Reading Counts, Scholastic Reading Inventory, Read Naturally, Imagine Math, and Educatoin Galaxy, Edgenuity	Principals, Curriculum Director	Title I funding and Local Funding	Reports provided by all online programs	August – June
2	Provide appropriate curriculum for gifted and talented students as outlined the Texas Performance Standards Project for G/T	Principals, Curriculum Director, Faculty	Personnel and Time, G/T funds	District policy documents, program reviews	August
1	Implement an Early Childhood Literacy and Mathematics plan. The plan will contain 5-year goals for students and PD for teachers. The plan is to be submitted to the board and approved.	Principals, Teachers, Parents	Personnel and Time allowed	Will be attached to the campus improvement plan	November 2019
Target Goal #4: Improve the preparation of students for college-level coursework and career opportunities. ***TEA Strategic Priority #3 – Connecting high school to career and college					
3	K-5th grade students participate in guidance lessons focusing on self-awareness and interpersonal skills.	Counselor	Time	Guidance lesson planning documents and calendar of classroom visits.	Sept- May
2	K-5 students will participate in a college and career day.	Counselor Principal Teachers	Time	Schedule of events for career day	March
2	Hold Career Fair at secondary campuses in fall 2020. This will occur every other year. On the off years, conduct an adulting 101 day to cover every day skills that often get overlooked.	Counselor Principal Assist. Supt.			
4	Host Financial Aid Night for senior parents to complete the FAFSA.	HS Counselor	Time	Sign in sheet, handouts	February
4	Communicate scholarship opportunities to BHS seniors through school announcements,	HS Counselor	Time	Announcement log, Remind logs	Ongoing

	website and Remind notices.				
4	At least 75% of students at Bells High School will take a college entrance exam.	HS Principal	Parents, Local Funds, Activity Funds	SAT, ACT, PSAT, Annual Report	August – May
2	Host a TSI exam on the BHS campus during the spring and strive to have all students TSI ready by graduation through tutoring or college prep courses.	HS Counselor	Local funding	STAAR test, SAT, ACT, PSAT, Annual Report	August – May
4	Provide resources that will enable 100% of all high school students access to SAT and ACT prep materials through Method Test Prep, Edgenutiy, and an on-site ACT prep day.	High School Principal and Counselor	Local Funding	Prep Course Flyers and Documentation Fall 2019 TAPR Report	August – May
4	Provide opportunities for students to take the SAT and ACT at Bells High School.	HS Counselor	Time	Counselor documentation logs	August - June
4	Continue providing opportunities for Dual Enrollment Courses at Bells High School. (Currently offering English, Government, Economics, US History, College Stats, College Algebra, Psychology and Sociology)	HS Principal	Local Funds	Master Schedule	August – May
4	Provide opportunities for concurrent enrollment courses through the college. Currently offering (Speech, Art Appreciation, and Music Appreciation)	HS Principal	Local Funds	Master Schedule	August – May
4	Continue support of Pre-AP, AP, and Honors programs in language arts and mathematics, science and social studies.	School board, Superintendent, Principals, Curriculum Director	6399 funds, Title II funds	PEIMS class rosters, program reviews, student progress reports, teacher professional development certificates	June, each nine weeks
3	Update the <i>Guidance Handbook</i> for 8 th – 12 th grade that clearly communicates graduation and test requirements for BHS	Counselor	Local funds	Completed Document and evidence of meetings to distribute documents	Summer 2020

	students.				
4	Host student/parent pre-enrollment conferences with all 8 th grade students about high school requirements and 4 year planning.	Counselor	Local funds	Completed Document and evidence of meetings to distribute documents	April – May 2019
2	Conduct registration events for 9 th – 11 th grade students to review 4 year plans and college and career pathways, including dual credit and technical opportunities at GCC	Counselor	Local funds	Evidence of meetings through sign in sheets and agendas	March – May 2020
2	Provide students in CTE courses the opportunity to gain at least 1 industry based certification.	Principal, CTE Teachers	Carl Perkins funding	Certificates awarded to students.	June 2020
2	Each CTE course will host at least one guest speaker during 2019-20.	Principal, Teachers	Time, Personnel	Class documentation	August - May
2	Utilize Career Cruising at Bells High School to help students establish career goals and plan for post-secondary success.	Counselor, Teachers	Time, Carl Perkins funding	Career Cruising login information and reports	June 2020
4	Take students to tour college campuses such as Texas A&M Commerce, UNT, Stephen F. Austin, Texas A&M College Station, TWU, Austin College, Baylor, and Southeastern Oklahoma State University. Continue to allow college days as outlined in the handbook.	HS Counselor	Time	Field trip logs	Spring 2020
2	Implement a College, Career, and Military Readiness Plan with five year student goals. The plans will be submitted and approved by the board.	Principals, Counselors	Time allowed	Attached to the campus improvement plan	November 2019
1	Implement an incentive program that rewards students for outstanding performance, such as perfect attendance, A's in DC	Principal, Counselor, Teachers, Students	Fundraisers, Foundation program	AP and college reports, PEIMS data	August - May

	courses, qualifying scores on AP exams, etc....				
Target Goal #5: Increase student and teacher access to advanced technologies.					
3	Increase technology training for teachers through individual or group training sessions, topics determined by analyzing data gathered from BrightBytes Clarity Teacher and Student surveys.	Principals, Technology Director	Local technology funds	Comprehensive Needs Assessment, BrightBytes Technology Integration Data Gathering Tool in conjunction with Region 10.	August – June
4	Purchase Knowledge Matters business simulations for use in Accounting and other business courses.	Assist. Supt. Business Teacher	Carl Perkins funding	Usage logs Lesson Plans	October - May
4	Continue usage of the Clever portal to access all student web-based programs. This capability will increase time on task for students and eliminate the need for multiple logins.	Technology Director, Principals	Local funds	Clever reports	June 2019
3	Purchase new Chromebooks for all campuses so that at least all core classes have daily access to utilize chromebooks in the classroom.	Technology Director	Local technology funds	Budget ledgers, Teachers' lesson plans, Student check-out logs	August – October 2019
3	Continue to improve network infrastructure and bandwidth.	Technology Director	Local technology funds	General Ledger	August – May
2	Begin updating document cameras in classrooms across the district.	Technology Director	Local technology funds	General Ledger	August - May

SCHOOL CLIMATE					
GOAL # 2:		Bells ISD will support a positive and safe working environment for all Bells ISD employees and students.			
TARGET GROUPS: <input checked="" type="checkbox"/> Gifted and talented; <input checked="" type="checkbox"/> Career & Technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> At-risk <input checked="" type="checkbox"/> Dyslexic; <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education; <input checked="" type="checkbox"/> Economically Disadvantaged					
4 = Complete	OBJECTIVES/ STRATEGIES INCLUDING PROFESSIONAL	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN,	EVALUATION/ EVIDENCE OF	TIMELINE START/END


	DEVELOPMENT		MATERIAL, FISCAL	MONITORING	
4	Maintain and support a Bells ISD police department	School Board Superintendent	Local funds	TCOL applications and paperwork; Hiring records	August - May
3	Grow the LeadR4Life program in grades 8-12 and incorporate community members	Superintendent Principals	Title IV Funds, local funds	Program completion surveys, discipline documentation	September - May
3	Provide programs for cyber safety, drug prevention, suicide prevention, conflict resolution, and dating violence prevention.	Counselors, Principals	Local safe-school funds, Title IV funds	Safe-Schools Survey	August - May
4	Utilize STOPit at all campuses to report bullying. Provide training to staff and students on how to use this tool.	Counselors	Title IV funds	Data reports from STOPit	August - May
3	Review with teachers the district suicide prevention plan created by campus counselors. Bells ISD will use the Texas Suicide Prevention Council as the primary resource for the prevention plan and training for students and teachers.	Counselors	Time and Local funds	Calendars of events on each campus; sign in sheets and training certificates	August - May
2	Update the district <i>Crisis Management Plan</i> and educate teachers in handling crisis situations.	Superintendent Police Chief	Personnel and Time	District needs assessment	August - November
3	Review the Anti-Bullying and Harassment Policy and Teen Dating Violence Policy (secondary only) with students annually.	Principals	Personnel and Time	Student signature sheet, Discipline reports	During first six weeks of school
3	Hold student and parent presentations at the secondary campuses on making healthy choices, including sexual abstinence (Aim for Success)	Secondary Counselors	Title IV funding	Program calendar	September-October 2019
3	Give administrators, teachers, students, parents, and community members the opportunity to	Assistant Superintendent	Time	Program Reports supplied by Region 10 ESC	February-April 2020

	complete the Bells ISD Safe-Schools Survey annually.				
3	Utilize Remind 101, email, facebook, and parent conferencing, and to keep teachers and parents abreast of specific, immediate school safety issues.	Principals, Counselors, Teachers	Time allowed	Principals', Counselors', and Teachers' records	August - May
4	Provide CPI training and updates to campus teams annually.	Principals	Time allowed	Personnel training certificates	August - November
2	Provide training to students on bus evacuation procedures.	Transportation Director , Principals	Time allowed	Training drill documentation	Fall 2019
4	Provide parents with information regarding counseling options and service providers who deliver intervention programs for children who have been victims of child sexual abuse.	Principal, Counselors	Time allowed	Counseling logs and parent contact logs	Ongoing
3	Implement a character education program (Character Counts in appendix B) that meets the positive traits determined by SBOE.	Parents, Principals, Counselors, Teachers, Students	Personnel, local funds	Principals and counselors	August - May
1	As required by most recent legislative session, implement a Holocaust Remembrance Week	Principals, History Teachers	Personnel, time allowed	Principals	August - May
2	Implement a Traumatic Injury Response Protocol (Stop the Bleed).	Police Chief	Local funds, Time allowed	Training sign-in sheets	January 2020
1	As required by most recent legislative session, increase staff awareness of sexual abuse, sex trafficking, and other maltreatment of children	Superintendent, Principals, Counselors, Police Chief	Time allowed	Training sign-in sheets	August - May
1	As required by most recent legislative session, implement a trauma-informed care policy that details available counseling options for students affected by	Principals, Counselors	Time allowed	Counseling logs	August - May

	trauma or grief				
2	As required by most recent legislative session, adopt a cybersecurity policy to determine risks and secure the district against cyber attacks	Technology Director	Local Funds, Time allowed	Written policy	August - May
2	Add a gate on the backside of the BES playground to allow exit in case of emergency	Superintendent	Local Funds	Superintendent	January 2020
3	Provide education on the dangers of vaping	Principals Counselors	Local Funds	Assemblies Educational Materials	November 2019
PARENT AND COMMUNITY INVOLVEMENT					
GOAL # 3:		Bells ISD will cultivate a system of strong communication that promotes family engagement and community partnerships.			
TARGET GROUPS: <input checked="" type="checkbox"/> Gifted and talented; <input checked="" type="checkbox"/> Career & Technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> At-risk <input checked="" type="checkbox"/> Dyslexic; <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education; <input checked="" type="checkbox"/> Economically Disadvantaged					
4 = Complete	OBJECTIVES/ STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
3	Update and maintain the district, campus, and teacher web-pages, including activity and extracurricular pages.	Superintendent, Principals, Program Directors, Teachers	Time and Local Funds	Visitor counts to the district website	Ongoing
3	Publish online district newsletter at least four times per school year.	Assistant Superintendent	Personnel and Time	Newsletter Archives	August - May
3	Provide facilities for community-wide activities within Board policy guidelines.	Superintendent	Clean Facilities	District Calendar of Events; Facility Usage log	August - May
3	Issue press releases and other information for publication in a timely manner.	Superintendent, Principals	Personnel and Time; 6399 funds	Publicity Archives	August - May
3	Use letters, <i>online newsletter</i> , local newspaper, staff meetings, faculty meetings, campus marquees, and student events to recognize achievements publicly.	Superintendent, Principals, Program Directors, Sponsors	Time	Newsletter Archives, communications archives, campus newsletter archives, publicity archives	August - May

4	Provide parents with up-to-date information regarding STAAR and End-of-Course testing as it relates to their child. (including, but not limited to academic rigor, testing calendar, Student Success Initiative, graduation requirements)	Principals, Counselors, District Testing Coordinator	Personnel and Time	Parent meeting sign in sheets and agendas	September - May
4	Inform junior high and high school students and parents about higher education admissions and available financial aid.	Campus Counselors	Personnel and Time	Meeting sign ins, agendas, written communications	September - May
1	Partner with local businesses to sponsor students involved in the technical programs at GCC, businesses could help purchase the tool kits needed to join those programs	Superintendent, Principal, Counselor, Business owners and community members	Time and local funds	Receipts of sponsorships	August - May

PERSONNEL AND PROFESSIONAL DEVELOPMENT

GOAL # 4:	Bells ISD will commit resources to attract and retain highly qualified employees for all positions in the district.
 TEA Strategic Priorities	#1 Recruiting, supporting, and retaining teachers and principals

TARGET GROUPS: Gifted and talented; Career & Technology; LEP – limited English proficient; At-risk Dyslexic; 504; SpEd – Special Education

4 = Complete	OBJECTIVES/ STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
4	Present teacher contract renewal recommendations at the April board meeting.	Superintendent, Principals	Time	Board minutes	March
4	Provide T-TESS Teacher Appraisal Training to new teachers. Provide update to experienced teachers.	Assistant Superintendent, Principals	Time, Local Funds	Sign in Sheets	August 2019
3	Provide TEKS Resource System, Eduphoria,	Curriculum Director, Principals	Time, Title II funds, Local 6400 funds-	Staff Development records	August – June

	technology training and other training requested by teachers throughout the year.				
3	Provide mentors for designated teachers.	Assistant Superintendent Principals	Time, Title II funds	Mentor documentation, Teacher retention	May 2020
2	Incorporate faculty book studies into PLC and department meetings. <i>Everybody Matters by Bob Chapman</i>	Principals	Local funds, Title II funds	Staff Development records, Walk-through records	Ongoing
3	Utilize PLCs, department and grade-level meetings to stay abreast of the changes in TEKS and assessment.	Curriculum Director. Principals	Time	Staff Development Records	August – May
3	Provide extensive reading and Math coaching at Bells Elementary.	Assistant Superintendent Principal	Title I and Title II funding	Coaching logs, Staff Development records	August – May
4	Use Fountes and Pinnell's <i>Guided Reading and Literacy Continuum</i> materials to help reading teachers create strong balanced literacy classrooms.	Principal	Title I funding, local funds	Budget ledgers	August - May
4	Provide appropriate staff development for regular and special education teachers including strategies for working with at-risk, special education, economically disadvantaged, gifted, and other special populations.	Superintendent, Principals	6399 funds; Title II, Part A funds	Budget, personnel records, program reviews, PDAS, comprehensive needs assessment	Monthly, June, September
3	Provide training to teachers in Response to Intervention (Rtl) to ensure consistency and fidelity to the Rtl process.	Principals	Local funds	PLC records, sign in sheets, agendas	September - May
3	Provide training for all teachers in areas of compliance as mandated by state and federal guidelines.	Superintendent, Assistant Superintendent, Principals, Counselors	Local funds	Training sign in sheets, agendas	August - March

	(Bullying, Suicide Prevention, Bloodborne Pathogens, Mental Health, Diabetes, FERPA, Child Abuse, Section 504, Sexual Harassment, Sexual Abuse, Educator Code of Ethics)				
2	Every teacher / administrator of K-3 rd grade will attend a literacy achievement academy	Superintendent, Assistant Superintendent, Principals, Teachers	Local funds	Training sign-in sheets	Summer 2020
1	Look for new ways to recognize outstanding teachers and accomplishments. Continue to nominate for the local teacher of the month and teacher of the year programs. Recognize teachers at end of the year awards assembly alongside the students.	Supterintendent, Principals	Time and Personnel	Nomination forms, awards	August - May
1	Provide incentives / compensation to motivate teachers to obtain master's degree and lead college courses in partnership with GCC	Superintendent, Principals, Teachers	Personnel, Local Funds	Master Schedule	August - May

PROFESSIONAL DEVELOPMENT PLAN FOR 2018-2019

1. **STAAR and TEKS training/Analyzing High Priority Standards – Lead4ward training, District and Campus, Region 10 ESC**
2. **T-TESS Teacher Appraisal System training**
3. **PLC and Department meetings over various topics (Specifically data disaggregation and book studies**
4. **Administration Team Book Study – *Everybody Matters***
5. **Various Technology and Web-based program Trainings (TCEA, MAP Google Classroom, SMART Notebook software, Edgenuity)**
6. **Online Compliance Trainings**
7. **PreK trainings through TSR**
8. **Reading Coaching with Robyn Hartzell**
9. **Math Coaching with Brittany Goerig – Region 10 ESC**
10. **Fountas and Pinnell *Literacy Continuum* and *Guided Reading***
11. **Response to Interventín**

- 12. Leaders4Life Kid Champion Training**
- 13. Leader-Centered Innovation – Dr. Katie Martin**
- 14. School Safety**
- 15. Parental Involvement Conference -Counselors**

APPENDIX A: FUNDING SOURCES FOR BELLS ISD – 2019-2020

FUND SOURCE	ORIGIN	PURPOSE	ENTITLEMENT	HIGH SCHOOL	JR. HIGH	ELEMENTARY
State Compensatory Ed.	State	Enhance and improve the regular ed. program to increase academic achievement and to reduce the dropout rate of identified students in at-risk situations. Supplements local funding.	\$445,474	\$125,238	\$122,461	\$197,775
Special Education	Federal and State	Address the needs of students identified with disabling conditions	\$965,463	\$361,315	\$354,917	\$249,231
Gifted and Talented	State and Local	Provide services for students identified as Gifted and Talented	\$28,998	\$0	\$0	\$28,998
Career and Technology (and Carl Perkins federal funds)	State and Federal	Develop more fully the academic and occupation skills of all segments of the student populations, ultimately assisting to make the US more competitive	\$588,623	\$476,221	---	---
Title I, Part A	Federal	Enable schools to provide opportunities for children served to acquire the knowledge and skills contained in both the challenging state content (TEKS) and performance standards that all children are expected to meet.	\$78,198	---	---	All funds to elementary
Title II, Part A	Federal	Increase the academic achievement of all student by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.	\$17,732	---	---	---
Title III	Federal	Funding for English-language-acquisition programs	\$938	---	---	---
Title IV, Part A	Federal	Funding utilized for student support and academic enrichment	\$10,000	---	---	---

APPENDIX B: Character Education Plan
Bells Independent School District

“Intelligence plus character – that is the true goal of education.”
--Martin Luther King, Jr.

Mission Statement

The Character Education Program in Bells Independent School District exists for the purpose of positively impacting the behavior and academic success of each student by creating a caring learning environment that develops successful students and good citizens.



Six Pillars of Character

respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Character Education Goals

- Goal #1: To establish an effective, measurable character education program that focuses on respect, responsibility, trustworthiness, citizenship, caring, and fairness for the students in Bells Independent School District.
- Goal #2: To provide opportunities for district personnel to continue reinforcement and implementation of goals.
- Goal #3: To integrate character education with the school’s academic environment.
- Goal #4: To inform parents, community members and businesses about the district character education initiatives and actively recruit community support and involvement.
- Goal #5: To integrate character education and service learning.
- Goal #6: To recognize the work and achievements of students for their exemplary character.

Goal #1: To establish an effective, measurable character education program that focuses on responsibility, respect, kindness, courage, perseverance, honesty, integrity, self-discipline, and good judgment for the students in Bells Independent School District.
Objectives and Strategies
Objective 1: The district will focus on one character trait each month.
Objective 2: Character education lessons and activities will be age appropriate.
Objective 3: The district will identify evaluation and assessment criteria to measure the impact and success of the character education program.
Objective 4: The administration and teachers on each campus will incorporate character traits into the environment.
Objective 5: The character education team will conduct formative and summative evaluations of the program.
Goal #2: To provide opportunities for district personnel to continue reinforcement and implementation of goals.

Objectives and Strategies
Objective 1: The district will encourage each teacher and administrator to attend at least three hours of training in character education.
Objective 2: The character education program will be implemented into the climate of the school through rules, procedures, and adult modeling.
Objective 3: Teachers will receive post feedback as administrators observe the creation and implementation of a quality character environment within individual classrooms.
Goal #3: To integrate character education with the school's academic environment.
Objectives and Strategies
Objective 1: The character education team will display posters and banners around the school.
Objective 2: The Character Education Coordinator at each campus will assist teachers in creating academic lessons integrating the core character traits.
Objective 3: The teachers and administrators will provide activities that transfer core character concepts into examples of concrete behavior.
Goal #4: To inform parents, community members and businesses about the district character education initiatives and actively recruit support and involvement.
Objectives and Strategies
Objective 1: The character education team will post information about the character education program on the school web site.
Objective 2: The character education team will invite parents and community members to be guest speakers at assemblies and in classrooms.
Objective 3: The character education team will work to build partnerships with businesses in the community to provide students with opportunities for positive interactions in applying and observing behavior based on the six pillars of character.
Goal #5: To integrate character education and service learning.
Objectives and Strategies

Objective 1: School clubs and student leadership organizations will encourage students to participate in community service activities.
Objective 2: When appropriate, classes will participate in community service.
Goal #6: To recognize the work and achievements of students for their exemplary character.
Objectives and Strategies
Objective 1: Each campus will identify and reward students who demonstrate outstanding character.

Traits are based on the Character Counts Coalition.
CHARACTER COUNTS! Coalition and Josephson Institute of Ethics

APPENDIX C: English as a Second Language (ESL) Evaluation, 2019-2020

Overview

The vision of the district's ESL program is to provide intensive instruction in reading, writing and mathematics so that all ESL students will pass STAAR, score Advanced High on TELPAS, and ultimately be dismissed from the program. In addition, Bells ISD strives to expose English Language Learners to a variety of opportunities that prepare students for college and the workforce. Each year, BISD conducts an annual evaluation of Title III programming and funding in order to make recommendations for enhancing the academic progress of all ELLs served by the district.

Program Objectives:

- To evaluate the effectiveness and impact of federal funds on student achievement outcomes.
- To assess the impact of federally funded strategies on campus performance objectives.
- To determine the degree to which program funds met the intended purpose.
- To guide future program decisions.

Section A: Evaluation Checklist

Kinds of Data:

- Student performance data (STAAR, TELPAS, benchmarks, intervention data, classroom data)
- Needs assessment data
- Financial and expenditure reports

Data Sources:

- Program reports
- Assessment data
- PBMAS/AMAO
- SAT/ACT/PSAT
- Promotion/Retention Data
- Budget summaries, general ledgers

Section B: Title III Program Evaluation Chart

Question	Evidence	Compliance Status	Actions to Take
Funding			
Is the application for Title III funds on file at the district office?	Bells ISD participates in the Region 10 ESC Shared Service Arrangement for Title III. Applications are completed by Region 10.	Compliant	Continue as part of the Region 10 SSA
Does the district ensure that a plan for use of Title III funds has been submitted?	Bells ISD participates in the Region 10 ESC Shared Service Arrangement for Title III. Applications are completed by Region 10.	Compliant	Continue as part of the Region 10 SSA
Does the district maintain separate fiscal records for Title III?	All of the BISD Title III allotment goes to the SSA fees at Region 10. No federal dollars come to BISD.	Compliant	Continue as part of the Region 10 SSA
Does the district comply with the supplement, not supplant provision of Title III, Part A?	NA – No federal Title III funds come to Bells ISD at this time.	_____	Continue as part of the Region 10 SSA
Does the district spend no more than 2 percent of the Title III subgrant funds for administrative costs?	NA – No federal Title III funds come to Bells ISD at this time.	_____	Continue as part of the Region 10 SSA
Does the district maintain appropriate Title III records in a central location?	All Title III record are kept in the administration office with the Business Manager and Federal Programs Director	Compliant	None
Does the district receive state funding for Bilingual/ESL and how is this funding used.	BISD received \$2058.00 in 2016-2017 as part of the foundation school program. General ledger shows funds used toward stipend for interpreter to assist in parent communications in LPACs meetings, phone conversations and written communications	Compliant	Continue using these funds to support the teacher who is serving as the district interpreter.
Student Identification			
Does the district have a home language survey to identify students’ first or home language?	Copy of home language survey Procedures for administering the home language survey	Compliant	Include the HLS in all new enrollee packets. Obtain copy of the original HLS from previous district.
Does the district have evidence that all students with home or primary language other than English have been assessed for English proficiency within thirty days at the beginning of the school year or two weeks if enrolled during the school year?	Documentation of data gathered from English proficiency test. Copy of test (s)	Compliant	Test new students as they enroll if their primary language is not English and they haven’t previously been placed in ESL.
Does the district have records that an LPAC committee met, reviewed data, and made a decision to place or not place a tested student?	LPAC records are kept at both the district and campus level.	Compliant	Continue following rules for LPAC committees and meetings.
Parent Involvement			

Does the district have an effective means of parent outreach to ELL parents?	Calendar of events Announcement of parent activities Personal interviews	Compliant	Events are posted on the District website. Reminders are sent through the messaging system. Interpreters are used when needed for personal interviews.
Does the district provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand?	Evidence of parental information in language other than English if possible	In progress	Continue working on getting all correspondence translated to Spanish.
Does the district have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls regarding: 1) the reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service?	Copy of notice sent to parents Documentation of parents' refusal of services LPAC records are kept at the both the campus and district	Compliant	*Sample parent notification
Does the district have evidence that parents who did not wish language support signed an informed refusal of service?	Letters sent and copies of signed letters of refusal are kept on file at the campus and district office	Compliant	None
Does the district have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities?	Documentation of descriptions of activities, dates, and attendance	Compliant	District Website-Calendar Curriculum Night Invitations Supplemental parent/teacher conference invitation
Instructional Programs and Assessment			
Does the district have a program of service that provides coherent, sustained English language development based on research or accepted theories?	Copy of ELL program description TEKS Resource Curriculum frameworks Student schedules to verify time with certified ESL teacher	Compliant	Continue building teacher capacity and training with ELLs.
What intervention programs are used with ELLs for reading and math? Are these programs effective?	Istation Reading Compass Learning, Pathblazer Imagine Math, Fast Math	Compliant	None
Does the district have a program of services that provides meaningful access to all aspects of the instructional program including elective classes	Class rosters Program reports	Compliant	All students are eligible to all aspects of the instructional program.

and special programs such as programs for talented and gifted students?			All students are eligible for referral to the G/T Program.
Does the district have processes in place to annually measure the English proficiency of English language learners?	State assessments (STAAR and TELPAS) are given, as well as benchmarks and local progress monitoring measures.	Compliant	Continue progress monitoring of all ELL students.
Does the district have on file at the district office a description of the progress made by English language learners on English proficiency?	Data files are housed in the Eduphoria Aware online data system.	Compliant	Analyze assessment data and make decisions for the next school year.
Does the district have a program of service for ELLs that includes a comprehensive high school education leading to graduation with a high school diploma?	ELL students participate in individual guidance counseling from junior high and high school counselors where they look at career interests, student talents and create a 4-year plan for high school and plans for postsecondary success	Compliant	Continue 4 year plan meetings and provide ELL students with multiple opportunities for career and guidance counseling
Does the district have evidence that students who have exited the program are monitored at least two years after their exit notification? How many were found to be succeeding? How many were not successful? If not, was it due to English proficiency? How many returned to the ELL program?	No students are in monitor status at this time.	Compliant	_____
Has the district implemented reasonable adaptations and accommodations for students with diverse learning needs (inclusive of English language learners who may also be special education students) necessary to measure the achievement of such students relative to state content standards?	Teachers are aware of student IEPs, 504 plans and ELL accommodation plans to help students be successful on state assessments.	Compliant	Adaptations are made according to assessment regulations and student IEP's. *Sample of student IEP
Does the district's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students?	Bells ISD uses the TEKS Resource Curriculum which embeds the English Language Proficiency Standards (ELPS) into all units and lessons.	Compliant	Continue subscribing to the TEKS Resource Online curriculum system
Does the district have procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency?	STAAR data, Intervention program reports, report cards, benchmark and progress monitoring data	Compliant	Conduct annual data review and complete Title III evaluation
Does the district have a clear process for handling complaints related to services to ELLs?	School Board Policy or written procedures document for complaint procedures	Compliant	None
Teacher Qualifications and Professional Development			
Does the district have documentation of proper certification / license / endorsements for	Copy of teacher(s) license/endorsement	Compliant	Continue having certified teachers get their ESL

instructional staff of ELLs in district office?			Supplemental certification
Does the district have evidence that high quality professional development is available to the instructional staff of ELLs? High quality professional development is designed to: 1) improve instruction and assessment of ELLs; 2) enhance the ability of teachers to understand curricula, assessment and instructional practices to meet the needs of ELLs; 3) based on scientifically-based research; and 4) of sufficient intensity and duration that it has a positive and lasting impact on the teacher's performance.	Staff development calendar Process of approving teacher initiated professional development requests Eduphoria transcripts that show teacher training	Compliant	None
In 2018-2019 Focus on Vocabulary (Word Study) and Comprehension in ELAR classrooms. Robyn Hartzell will coach K-8 teachers.	Professional Development logs Budget		
Program Evaluation and School Improvement			
Does the district have documentation of district-wide needs assessments and surveys for instructional education programs?	Copies of needs assessment documents	Compliant	None
Has the district established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency?	State assessments data, TAPR and PBMAS reports	Compliant	None
How is the district enabling its ELL students to meet the state content and performance standards?	District documentation on state assessments, data reviews through PLC meetings, and grade reporting documentation	Compliant	None
Does the district have a process for publicizing and disseminating the results of its biennial review of ELL programs in appropriate schools?	Board agendas, reports TAPR Report Annual Title III/ESL report		Student data is presented quarterly at the School Board Meeting and annually on the District website.

Section C: Bells ISD ESL Data for 2019-2020

LPAC Committee Members – 2019-2020

Josh Weger, Title III Coordinator

Melissa Flyger, Bells Elementary, Assistant Principal

Tammy Kvale, ESL teacher, Bells Elementary

Julie Taylor, Bells Elementary Teacher

Michelle Bennie, Bells Elementary Teacher

Leesa Walker, Bells Elementary Teacher
 Crissi Sprayberry, Bells Elementary Teacher
 Brandi Stephens, Bells Elementary Teacher
 Kristi Stubbs, Pritchard Junior High Counselor
 April Bellows, RTI and data
 Shellie Crane, Bells High School, Special Ed Teacher
 Stephanie Arledge, Bells High School, Interpreter
 Reveca Trejo, Parent Representative

Student ELL Report

Student	Campus	Current Grade	Home Language
Student # 1	Bells Elementary	Pre-K	Spanish
Student # 2	Bells Elementary	Kindergarten	Spanish
Student # 3	Bells Elementary	Kindergarten	Spanish
Student # 4	Bells Elementary	Kindergarten	Spanish
Student # 5	Bells Elementary	1 st Grade	Spanish
Student # 6	Bells Elementary	1 st Grade	Spanish
Student # 7	Bells Elementary	2 nd Grade	Spanish
Student # 8	Bells Elementary	2 nd Grade	Spanish
Student # 9	Bells Elementary	4 th Grade	Spanish
Student # 10	Bells Elementary	4 th Grade	Spanish
Student # 11	Bells Elementary	4 th Grade	Spanish
Student # 12	Bells Elementary	4 th Grade	Spanish
Student # 13	Pritchard Junior High	6 th Grade	Spanish
Student # 14	Pritchard Junior High	6 th Grade	Spanish
Student # 15	Pritchard Junior High	6 th Grade	Spanish
Student # 16	Pritchard Junior High	6 th Grade	Spanish
Student # 17	Pritchard Junior High	7 th Grade	Spanish
Student # 18	Pritchard Junior High	7 th Grade	Spanish
Student # 19	Pritchard Junior High	8 th Grade	Spanish
Student # 20	Pritchard Junior High	8 th Grade	Spanish
Student # 21	Bells High School	9 th Grade	Spanish
Student # 22	Bells High School	9 th Grade	Spanish

➤ **Periodic assessment and continuous diagnosis and Educational Performance Reports**

- Teachers at all campuses used daily grades, daily reading and writing, and unit tests to assess the progress of each English Language Learner (ELL).
- All ELL students are rated using the Texas English Language Proficiency Assessment (TELPAS) system. They are rated in reading, writing, listening, and speaking.
- All ELL students 2nd grade and beyond take the the TELPAS Reading Test.
- All ELL students 3rd grade and beyond take the STAAR assessments on grade level.

➤ **English Proficiency in Reading, Writing, Listening and Speaking**

All students made progress from prior year testing on the TELPAS and STAAR assessments.

➤ **Number of Students Exited from the ESL Program**

No students were exited from ESL services this year.

➤ **Additional data about the LEP students we serve.**

# of LEP students with Parent Denial	0
# of LEP students retained	0
# of LEP students in Special Education	4
# of LEP students G/T	0
# of LEP students in AP courses	0

➤ **Professional Development:**

Administrators: 1 administrator will receive training this year in serving ESL students.

Teachers: 1 teachers received training

No teacher aides received training.

APPENDIX D:
ANTI-BULLYING AND HARASSMENT POLICY

Bells Independent School District is committed to a working and learning environment that is free from any form of bullying and/or harassment. These forms of violence adversely affect the learning environment for students and destroy the overall climate of the school. Any incident of bullying or harassment will be regarded very seriously and may be grounds for disciplinary action in accordance with the Student Code of Conduct.

DEFINITIONS:

What is Bullying?

It is the willful, conscious behavior which hurts, threatens or frightens someone over a period of time. This behavior is systematic and ongoing. These negative acts are not intentionally provoked by the victims. It takes various forms; each of these forms may be manifested either overtly or subtly:

- **Physical bullying** includes punching, poking, strangling, hair pulling, beating, biting and excessive tickling.
- **Verbal bullying** includes such acts as hurtful name-calling, teasing and gossip.
- **Emotional bullying** includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.
- **Sexual bullying** includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.
- **Cyber Bullying** includes spreading rumors in chat rooms and posting pictures and or information on the Internet about a particular victim that is unwanted and may or may not be true. This includes inappropriate mobile phone text messages, e-mail, or voice mail.

What is Harassment?

Behavior that is offensive, intimidating or hostile; which interferes with individuals' working or social environment; or which induces stress, anxiety, fear or sickness on the part of the harassed person. Harassment may take many forms and involve more than one individual both as the harasser and the victim.

- **Physical harassment** ranging from touching to serious assault
- **Verbal and written harassment** through jokes, offensive language, gossip and slander, letters, etc.
- **Visual display** of posters, graffiti, obscene gestures, flags, and emblems
- **Intrusion** by pestering, spying, or following someone
- **Bullying** as defined above

POLICY AIMS

- ◆ To ensure that there is a clear procedure to follow which deals with incidents of bullying.
- ◆ To prevent bullying by providing opportunities for discussion by students, teachers and administrators within the educational environment.
- ◆ To ensure that all pupils have access to an adult in school to whom they may talk in confidence, in the knowledge that something will be done immediately and that the matter will be dealt with sensitively and discreetly.

- ◆ To make the unacceptable nature of bullying, and the consequences of any repetition, clear to the bully and his or her parents.
- ◆ To make clear to parents of victims and bullies the actions that are being taken, the reasons for the action and what they, as parents, can do to reinforce those actions.

IMPLEMENTATION: Students and all district employees have a responsibility to recognize bullying and harassment and take appropriate action in accordance with this policy immediately when they become aware of any such behavior. If at any point during the reported bullying incident, a student violates Bells I.S.D. Student Code of Conduct, disciplinary action as outlined in the Student Code of Conduct will take place along with the following.

Stage One

Unless an incident is of a very serious nature, it will be dealt with initially by the staff member who witnesses the incident or receives the initial report of the incident. This person will document the incident and send a copy of the documentation to the campus administrator. The purpose of this record is:

- to aid memory by recording details of the incident.
- for clarity in assessment of the situation
- to determine a pattern of bullying behavior

The teacher or administrator may deem it necessary to inform the parents at this stage.

Stage Two

A formal, written report will be completed by the following:

- 1) the bully

- 2) the victim
- 3) other parties potentially involved
- 4) the Principal or Counselor
- 5) the staff or faculty member who witnesses the incident if applicable.

The written report will include pertinent information about when and where the incident took place and the writer's perspective of the occurrence. In addition, the report will include ideas for resolving the negative behavior and motivating the bully to move away from the negative behavior.

The Campus Principal will arrange to meet with the parents of the child who is seen to be bullying and with the parents of the victim of the bullying, the campus counselor and any other school personnel who have been key players in the incidences of bullying. The children themselves may be required to attend part or all of these meetings. The written report will include pertinent information about when and where the incident took place and the writer's perspective of the occurrence. In addition, the report will include ideas for resolving the negative behavior and motivating the bully to move away from the negative behavior.

Parents should also be given the opportunity for their input regarding strategies for changing the bullying behavior as well as strategies for the victim in dealing with bullying behaviors. The aim of the meeting is to ensure that everyone understands what needs to take place in order to put a halt to the bullying and provide an appropriate learning environment for students.

Stage Three

It is the duty of the school to provide a safe environment for all the children. Should the above interventions fail and the bullying continue, a program of sanctions will be implemented by the Principal in consultation, if necessary, with the Board of Trustees. These sanctions may include a period of suspension during which there will be on-going consultation with the parents to decide on appropriate action/s to be taken in the best interest of the child

TO STUDENTS

If you are being bullied, or you know that someone else is, please tell a teacher or administrator at once, and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on, perhaps bullying others too.

You all have a responsibility to ensure that bullying is not allowed to occur in our school.

TO PARENTS

If you think that your child may be being bullied, or your child tells you that he/she is, please let school officials know immediately. Please reassure your child that school officials will deal with it sensitively but firmly. If school officials become aware that your child is the victim of bullying or that your child is bullying others, we will contact you and will discuss, together, how the situation can be improved. Parental involvement is a crucial factor in our fight against bullying. At the beginning of each school year, all parents are to be given a copy of Student Code of Conduct and anti-bullying policy. Through effective home-school communication efforts, we hope to promote an atmosphere of mutual trust and understanding in support of all our children.

TO ADMINISTRATORS AND TEACHERS

Teachers should attempt to use the academic curriculum and character education curriculum as a vehicle to deliver and reinforce our anti-bullying and harassment policy. Assemblies, role-play and drama, literature, discussion-based activities and creative writing all provide opportunities for this.

A survey of all students will be conducted in an attempt to measure the level of bullying and harassment in the school. This will be repeated each year in the hope that a measure of our success in tackling the problem can be gained.

As needed, counselors shall provide parents with a leaflet providing information about bullying behavior and the school's response.

The district's Character Education Plan will serve to reinforce the school's approach to bullying.

Teachers and aides must be regularly made aware of the importance of their role in supervising and monitoring student interactions and, in particular, students who appear to be isolated from their peers or who show signs of distress.

EVALUATION OF THE POLICY

In line with school procedures this policy will be reviewed annually.

APPENDIX E: **TEEN DATING VIOLENCE POLICY**

In May 2007 HB 121 mandated that all school districts in Texas adopt and implement a dating violence policy. Bells I.S.D. used *A Guide to Addressing Dating Violence in Texas Schools* as a model for creating and implementing this policy.

DEFINITIONS:

What is teen dating violence?

Intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71:0021, Texas Family Code. Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power to control.

What is sexual harassment?

Harassment is defined as conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint or maliciously and substantially harms another student's physical or emotional health or safety.

Violence or abusive behavior of a sexual nature in a dating relationship may also be considered sexual harassment when the behaviors occur at school and meet the definition of sexual harassment.

See Bells I.S.D. Board Policy FFH (Legal) and FFH (Local) for more information on sexual harassment.

What is sexual violence?

Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related by blood or marriage to the victim. Behaviors that fall under this definition include but are not limited to incest, molestation, child abuse, stranger rape, and non-stranger rape.

Who is an alleged perpetrator?

A perpetrator is a person who uses coercive tactics to establish and maintain power and control over a dating partner. Perpetrators may come from any cultural, educational, religious and economic stratum of society. A perpetrator's background is never grounds to justify the abuse. An alleged perpetrator is an individual who has been accused of exhibiting harassing or violent behaviors towards another individual or an individual who has been suspected of such behaviors.

Who is a victim?

A victim is the target of the alleged perpetrator's coercive and/or violent acts.

POLICY AIMS

- ◆ To ensure that there is a clear procedure to follow which deals with incidents of teen dating violence or sexual harassment.
- ◆ To prevent teen dating violence and sexual harassment by providing opportunities for training and informed decision-making by students, teachers and administrators within the educational environment.
- ◆ To ensure that all pupils have access to an adult in school to whom they may talk in confidence, in the knowledge that something will be done immediately and that the matter will be dealt with sensitively and discreetly.
- ◆ To make the consequences of sexually inappropriate behaviors clear to alleged perpetrators.
- ◆ To make clear to victims the procedures for handling such abuse----that actions will be taken, the reasons for the action and what they, as the victim, can do to reinforce those actions.

IMPLEMENTATION: Students and all district employees have a responsibility to recognize dating violence and sexual harassment and take appropriate action in accordance with this policy immediately when they become aware of any such behavior. If at any point during the reported incident, a student violates Bells I.S.D. Student Code of Conduct, disciplinary action as outlined in the Student Code of Conduct will take place.

I. Victim Safety

A safety plan is a tool for helping increase students' safety. When responding to an incident of sexual harassment, dating violence or sexual violence, a Bells I.S.D. administrator and/or counselor will develop a safety plan in collaboration with the victim that may include the following elements:

- The schedule of personnel that have been identified as a support system for the victim.
- Routes to and from school.
- Routes to and from classes.
- Names and contact information of peers who can help support the victim and will accompany him or her to and from classes as needed.
- A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.
- A list of local resource: shelters, hotlines, agencies, advocates, and other services.

- Follow up meeting dates to review the situation and to make any necessary adjustments.

IMPORTANT: The Campus Administrator must inform the victim's parent/guardian that a safety plan has been developed, as well as the details of the safety plan unless this action would endanger the victim.

II. Enforcement of Protective Orders

When a protective order (legal stay-away order) has been issued by a court to protect one student from another, campus administrators will take the following steps:

- Hold separate meetings with the victim and the alleged perpetrator.
- Review the school day, classes, lunch and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator.
- Identify schedule overlaps (arrival/dismissal times, classes, lunch, activities).

The administrator or counselor will help the victim identify adults within the school setting with whom he/she feels comfortable and will help develop a safety plan.

The administrator or counselor will meet with the alleged perpetrator to develop a checklist or plan to review expectations for behavior and consequences for violating this plan.

III. School-Based Alternatives to Protective Orders

The most common school-based alternative to a protective order is called a Stay-Away Agreement. The Stay-Away Agreement provides a list of conditions that must be followed by the alleged perpetrator while on school grounds or at school sponsored activities. It is designed to ensure the safety of the victim. This agreement would include the following:

- A description of the relationship between the victim and alleged perpetrator.
- A description of the violent incident(s): what, when, where, witnesses.
- A list of behaviors that the alleged perpetrator may not do without receiving consequences.
- Schedule changes for the alleged perpetrator.
- Notes on other disciplinary actions taken.
- Disciplinary consequences if the alleged perpetrator violates the Stay-Away Agreement.

- Dates during which the Stay-Away Agreement is valid.
- Date when the Stay-Away Agreement will be reviewed.
- Signatures of parent/guardian, alleged perpetrator, and administrator.

IV. Prevention and Training

Bells I.S.D. will emphasize the role of school personnel in prevention of teen dating violence through leading by example. Employees will model respectful behavior and promote gender equality and mutual respect among all members of the school community. School personnel will be expected to address sexual harassment, dating violence and sexual violence immediately in a manner consistent with the district's standards. See Board Policy FFH (Local).

The district will provide awareness training and education for the school community. Training will include defining the issues of teen dating violence and sexual violence, recognizing warning signs, and identifying issues of confidentiality and safety.

V. Documentation of Incidents

Documentation should include the following elements:

- Description of incident (s): what, when, where, witnesses
- Victim and alleged perpetrator information, including class schedules, group and club memberships, and school activities,
- Disciplinary and accommodation recommendations, including changes to class schedules,
- Response actions taken, including safety planning, referrals for services and counseling, and disciplinary actions,
- Incident updates, including response to disciplinary actions, alleged perpetrator compliance, utilization of referrals for services, reviews of safety plans, and status reports from the victim, including further referrals for services.

VI. Campus Complaint Procedure:

- Students and staff members will complete a Complaint Form available in the school's main office.
- The Complaint Form will be submitted to the principal or designee immediately.
- The principal or designee will investigate complaints by meeting separately with each student involved in the situation.
- The principal will conference with the victim and parent/guardian to discuss safety and community resources.
- The principal will conference with the alleged perpetrator and parent/guardian to discuss appropriate behaviors and consequences. With the prior consent of the victim, the principal may issue a School-Based Stay-Away Agreement to the alleged perpetrator during the parent/guardian conference.

APPENDIX F: Bells I.S.D.'s District Wide Parental Involvement Policy

Purpose: This policy promotes understanding and cooperation by clarifying mutual and separate responsibilities and expectations. We understand that a child's education will reach its potential only if all in the partnership agree and meet their responsibilities. The policy also supports the fulfillment of federal and state parent involvement mandates.

The Bells I.S.D. agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with of parents.
- The district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements and each includes, as a component, a school-parent compact.
- The school district will incorporate this district-side policy into its District Improvement Plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including alternative informants upon request, and, to the extent practicable, in all engage parents understand.
- If the LEA plan for Title I, Part A developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, part A funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent goes directly to the schools.
- The school district will be governed by the following statutory divination of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition.

Parental Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- *That parents play an integral role in assisting their child's learning.*
- *That parents are encouraged to be actively involve in their child's education at school.*
- *That parents are full partners in their child's education and are included as appropriate, in decision-making, and on advisory comities to assist in the education of their child.*
- *The carrying out of other activities such as those described in section 1118 of the ESEA.*

Evaluation:

The District Improvement Committee will review and evaluate all aspects of the parent involvement program. Parent surveys including questions about the effectiveness of the program will be distributed and the results tabulated. The DIC will make revisions to the Parent Involvement Policy based on the results of this annual review. The revised policy will then be presented to the Bells School Board for approval.

APPENDIX H:

ADA = Average Daily Attendance

AP = Advanced Placement

AMAO = Annual Measurable Achievement Objectives

AYP = Adequate Yearly Progress

ARD = Admission, Review, Dismissal

CTE = Career and Technology Education

CPI = Crisis Prevention and Intervention

ELA = English Language Arts

EOC = End-of-Course

ESC = Education Service Center

ESEA = The Elementary and Secondary Education Act (ESEA), renamed the "No Child Left Behind" (NCLB) Act of 2001

ESL = English as a Second Language

FIRST = Financial Integrity Resource System of Texas

G/T = Gifted and Talented

H.B. = A bill originating in the House of Representatives

IDEA = Individuals with Disabilities Education Act

IMA = Instructional Materials Allotment

L.E.A. = Local Education Agency (your district)

LEP = Limited English Proficiency

LPAC = Language Proficiency Assessment Committee

NCLB = No Child Left Behind

OLPT = Oral Language Proficiency Test

PAC = Parent Advisory Committee

PBMAS = Performance Based Monitoring Assessment System

PEIMS = Public Education Information Management System

S.B. = A bill originating in the Senate

SCE = State Compensatory Education

SSI = Student Success Initiative

SBDM = Site Based Decision-Making

SIOP = Sheltered Instruction Observation Protocol

SSA = Shared Service Arrangement (Also known as a Co-op)

STAAR = State of Texas Assessment of Academic Readiness

TAPR – Texas Academic Performance Report

T.E.A. = Texas Education Agency

TELPAS = Texas English Language Proficiency Assessment System

TEKS = Texas Essential Knowledge and Skills

THEA = Texas Higher Education Assessment

TPRI = Texas Primary Reading Inventory

T-TESS = Texas Teacher Evaluation and Support System