

# BELLVILLE

## INDEPENDENT SCHOOL DISTRICT

### Needs Assessment & Improvement Plans

Updated Spring 2020

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Year-At-A-Glance

August/September	Share information for nomination/volunteer process to create an Improvement Team; selection/election of Improvement Team Members
September/October	First Meeting: Review Improvement Plan
November/December	Second Meeting: Monitor progress on Improvement Plan
January/February	Third Meeting: Review Mid-Year progress data & Texas Academic Performance Report (TAPR) - Open Public Meeting
March/April	Fourth Meeting: Review Data & Conduct Needs Assessment
May	Fifth Meeting: Generate Improvement Plan for upcoming school year
June	Presentation of District and Campus Improvement Plan to BISD Board of Trustees

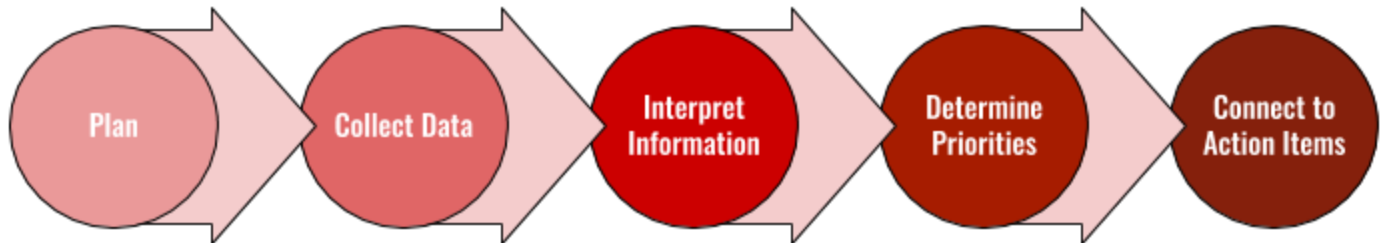
## Needs Assessment Steps for Implementation

- Use the Needs Assessment Implementation Phases listed on the following pages to identify and prioritize the district or campus needs
- Print the pages for guiding questions and analysis/findings for each focus area on 2-sided paper
- Print any available data for each focus area
- Get a file or expandable folder to house each form and gathered data for each focus area
- At a 45 minute meeting (approximate amount of time needed for this task), split the committee into sub-groups for each focus area to use the guiding documents to host conversations about the focus area and complete the strengths and needs and prioritize these needs; committee must include more than one parent (parent may not be an employee of the district)
- Have all committees return the data and complete needs assessment documents to the folder and return the folder to you to complete the remaining implementation phases including the Improvement Plan.

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Needs Assessment Implementation Phases



### Plan the Needs Assessment

- The Needs Assessment will identify strengths and needs in these eight areas of focus
  - Demographics,
  - Student Achievement,
  - School Culture and Climate,
  - Staff Quality, Recruitment, and Retention,
  - Curriculum, Instruction, and Assessment,
  - Family and Community Involvement,
  - School Context and Organization, and
  - Technology.
- The Needs Assessment will compile a summary of needs in each of these focus areas.
- Committees for each of these focus areas will be established at a District or Campus Advisory Committee meeting.
- Each committee will be led by an administrative leader at the DAC.
- This leader will facilitate the group in following the steps in the Interpreting Information phase as described below.



### Collect and Organize Data

- Data will be collected based on potential data sources identified for each focus area.
- Data collected will be organized in charts, graphs, tables, etc. to facilitate analysis.
- Data will be disaggregated wherever possible to help identify areas of need within different sub-populations (such as demographics, exceptional students, students with additional needs).
- Data will include where possible longitudinal data to aid in identifying any trends over time.
- Where possible, data will build stakeholders capacity to make informed decisions by including definitions of unfamiliar terminology, avoiding jargon, and providing access to necessary background information.
- Data will be organized into collections that correspond to each focus area.



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## Interpret Information

- Committees for each focus area will be created from the district or campus team and any stakeholders needed for additional expertise in the given area.
- Each committee will analyze the provided data using the probing questions provided.
- Each committee will look for trends and themes within the data and use this information to identify strengths and needs for the given focus area.



## Determine Priorities

- Each committee will determine priorities that are supported by strong data (i.e. multiple data sources or voices).
- Each committee will summarize these prioritized needs of the district in the given focus area by writing a short narrative.
- District or campus leaders will gather additional information, as needed from internal stakeholders responsible for carrying out the work that results from the needs assessment.
- District or campus leaders will ensure the priorities reflect areas that if addressed will have a measurable and lasting impact on implementation and outcomes (i.e. focusing on issues that the district or campus can control).
- District or campus leaders will further prioritize the needs from each committee by considering how identified needs impact one another, and determine which needs represent short-term goals and which are related to long-term goals.



## Connect to Action Items

- District or campus leaders will further analyze the prioritized needs to identify the potential underlying root causes.
- District or campus leaders will identify any additional information that is needed about the needs assessment results or their potential underlying causes in order to create meaningful, long-term change.
- District or campus leaders will connect the prioritized needs, when appropriate, with existing work to align with established district vision, mission, goals, and strategic plans.
- District or campus leaders will engage internal stakeholders that will be responsible for carrying out the work of improvement in identifying strategies, timelines, available resources, and methods of monitoring progress.
- District or campus leaders will create action items within improvement and strategic plans, as needed, to implement the prioritized needs.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Demographics Guiding Questions

Date: \_\_\_\_\_

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*Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt*

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1. What do enrollment numbers indicate?
2. What is the breakdown by ethnicity, gender, or other category?
3. How has the enrollment changed over the past three years?
4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?
5. What is the data for special programs over time?
6. Who are our at-risk students? What is their at-risk category?
7. What is the mobility rate? What is the stability rate?
8. What are the staff demographics?
9. What are the teacher/student ratios? How do these ratios compare to performance?

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Demographics Analysis/Findings

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Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

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### Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

### Key Stakeholders (List Name and Role)

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### Potential Data Sources:

- List actual data sources reviewed.

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### Strengths

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### Needs

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### Summary of Needs (Narrative)

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# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Student Achievement Guiding Questions

Date: \_\_\_\_\_

*We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district's continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt*

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1. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
2. In which areas are we showing growth? Which students are making progress?
3. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?
4. What does the longitudinal student achievement data indicate?
5. What does the data reflect within and among content areas?
6. What does the data indicate about which students and how many students are performing at advanced levels?

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Student Achievement Analysis/Findings

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Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

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### Potential Data Sources:

- State Assessment Data
- TELPAS Data
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- State and Federal Accountability Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

### Key Stakeholders (List Name and Role)

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### Potential Data Sources:

- List actual data sources reviewed.

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### Strengths

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### Needs

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### Summary of Needs (Narrative)

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# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## School Culture and Climate Guiding Questions

Date: \_\_\_\_\_

*Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown*

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1. How do students describe the school climate? How does this compare to staff? What are the school conditions for student learning? (Required for Title IV)
2. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups?
3. What does the data reflect regarding student behaviors, discipline, etc.?
4. To what degree do students and staff feel physically safe?
5. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?
6. What does the data indicate regarding classroom management and organization?
7. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received? What does the school do to prevent unsafe behaviors and activities on campuses?
8. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?
9. What are the students' and staff's perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## School Culture and Climate Analysis/Findings

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School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

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### Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Course/Class Grades
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

### Key Stakeholders (List Name and Role)

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### Potential Data Sources:

- List actual data sources reviewed.

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### Summary of Needs (Narrative)

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# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Staff Quality, Recruitment, & Retention Guiding Questions

Date: \_\_\_\_\_

*An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success. - Stephen Covey*

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1. What does the general data reflect regarding teacher quality on the campus/district?
2. How are follow-up data regarding teacher performance provided to teachers?
3. How are we recruiting highly qualified and effective staff?
4. What is our staff attendance rate? Retention rate? Turnover rate?
5. How is highly effective staff assigned to work with the highest need students?
6. What is the impact/effect of our teacher mentor program?
7. How is new staff supported? What feedback do they provide?
8. What systems are in place to build capacity and support the notion of continuous improvement?
9. How are we using data to determine professional development for staff?
10. How are collective and individual decisions regarding professional development determined?
11. How do we ensure our teachers have the opportunity to learn and grow in their profession?

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## Staff Quality, Recruitment, & Retention Analysis/Findings

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Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

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### Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional & Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- T-TESS &/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, i.e Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Recruitment & Retention Strategies & Other Data

### Key Stakeholders (List Name and Role)

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### Potential Data Sources:

- List actual data sources reviewed.

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### Strengths

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### Summary of Needs (Narrative)

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# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Curriculum, Instruction, & Assessment Guiding Questions      Date: \_\_\_\_\_

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*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

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1. How are all students able to access and have opportunities for a well-rounded education in the district? (Required for Title IV)
2. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?
3. How is data used to inform curriculum, instruction, and assessment decisions?
4. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?
5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?
6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?
7. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
8. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?
9. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?

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## Curriculum, Instruction, & Assessment Analysis/Findings

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The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

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### Potential Data Sources:

- Standards-Based Curriculum Resources & Materials
- Scope & Sequence; Pacing Guides
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal & Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies & Processes
- Common Benchmark Assessments &/or Other Assessments
- Class, School, & Special Program Schedules

### Key Stakeholders (List Name and Role)

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### Potential Data Sources:

- List actual data sources reviewed.

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### Summary of Needs (Narrative)

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## Family & Community Involvement Guiding Questions    Date: \_\_\_\_\_

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*The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson*

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1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
2. How are families and the community members involved in school decisions?
3. What types of services are available to support families, community members, and students to encourage healthy family relationships?
4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?
5. What types of community partnerships exist to support families and students?

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## Family & Community Involvement Analysis/Findings

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Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

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### Potential Data Sources:

- Family & Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations & Feedback
- Parent & Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies & Support Services

### Key Stakeholders (List Name and Role)

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### Potential Data Sources:

- List actual data sources reviewed.

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### Strengths

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### Needs

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### Summary of Needs (Narrative)

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# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## School Context & Organization Guiding Questions

Date: \_\_\_\_\_

*Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown*

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1. To what degree does the district/school support the organization and how?
2. What does the data reflect about classes, schedules, and student/staff teams?
3. How is adequate time devoted to subjects in which students perform poorly?
4. How do teachers have a voice in decision making and school policies?
5. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?
6. What are the students', parents' and community perceptions of the school?
7. What do school expectations reveal?

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## School Context & Organization Analysis/Findings

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School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

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### Potential Data Sources:

- School Structure or Make-up
- Decision-Making Processes
- Master Schedule
- Leadership: Formal & Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services (Counseling, Library)
- School Map & Physical Environment
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Communication: Formal & Informal

### Key Stakeholders (List Name and Role)

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### Potential Data Sources:

- List actual data sources reviewed.

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### Strengths

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### Summary of Needs (Narrative)

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# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Technology Guiding Questions

Date: \_\_\_\_\_

*The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter. - Superintendent*

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1. What technology do we have?
2. What is the technology proficiency for staff and students?
3. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?
4. What types of technology professional development have we provided? What was the impact for staff and students?
5. In which content areas are we using technology and how? What is the effect?
6. How does the design of the network provide for the users it supports?
7. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?
8. What access do students have to personalized learning experiences that are supported by technology? (Required for Title IV)

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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## Technology Analysis/Findings

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Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

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### Potential Data Sources:

- Technology Infrastructure, Networks
- Technology Hardware & Software
- Professional Development/Teacher Preparation Needs in Technology
- Leadership & Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies & Procedures
- Technology Plan
- Assessment of Technology Skills for Students

### Key Stakeholders (List Name and Role)

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### Potential Data Sources:

- List actual data sources reviewed.

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### Strengths

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### Needs

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### Summary of Needs (Narrative)

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# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## 2020-2021 IMPROVEMENT PLAN - ACTION ITEMS

<b>1 LEARNING</b> Develop and attain local standards for high levels of integrated learning and performance.				
Objective 1.1: Identify the skillsets, knowledge, characteristics, and traits desired for all BISD graduates.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Objective 1.2: Provide educational opportunities that allow staff and students to discover their strengths and interests and expand their horizons of awareness.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Objective 1.3: Create an academic culture that promotes collaboration, ownership, creativity, problem-solving, critical thinking, risk-taking, confidence, and resilience in teachers and students.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Objective 1.4: Ensure all learners receive timely and meaningful feedback.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

<b>2</b>	<b>LEADERSHIP</b> Foster a connected, collaborative, and strategic approach to continuous improvement for the district.
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Objective 2.1: Establish a strategic and collaborative approach to continuous improvement in all areas of the district's operations and academics.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 2.2: Ensure BISD facilities are equipped to effectively support district operations and learning.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 2.3: Maintain superior financial standing and efficient fiscal management.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 2.4: Promote connectedness between leaders and the work of the district.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## **3** CULTURE Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community.

Objective 3.1: Ensure all staff feel valued and appreciated.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 3.2: Effectively recruit, hire, onboard, train, and retain exceptional individuals to be part of the BISD team.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 3.3: Create an organizational structure that effectively supports the learning and work of the district.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 3.4: Foster a culture of collaboration and learning.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 3.5: Ensure all staff feel inspired and supported in pursuit of personal and professional goals and growth.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

<b>4+</b>	<b>COMMUNITY</b> Cultivate connections in our schools and our community to ensure all feel safe, valued, and engaged in meaningful ways.
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Objective 4.1: Engage district and community stakeholders in meaningful ways.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 4.2: Establish “The Bellville Way” as a driving movement for unity and development of individual and collective values and character.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success

Objective 4.3: Positively contribute to our community.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## STATE AND FEDERAL REQUIREMENTS

Continuously improve upon district performance on each state assessment and accountability ratings, decrease identified achievement gaps, and ensure exceptional annual progress for each student

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
<b>District and All Campuses</b>				
Vary instructional methods for addressing the needs of student groups not achieving their full potential				
Provide methods for addressing the needs of students for special programs, including: <ul style="list-style-type: none"> <li>• Suicide prevention programs</li> <li>• Conflict resolution programs</li> <li>• Violence prevention programs</li> <li>• Dyslexia treatment programs</li> <li>• Dropout reduction programs</li> </ul>				
Integrate technology in instructional and administrative programs				
Implement positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care				
Provide staff development for professional staff				
Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities				
Provide accelerated education opportunities for students that are at-risk				
Implement a comprehensive school counseling program				
Provide information to elementary, junior high, and high school students and parents about the following: <ul style="list-style-type: none"> <li>• Higher education admissions and financial aid opportunities and sources of information</li> <li>• The need for students to make informed curriculum choices to be prepared for success beyond high school</li> </ul>				
Provide a program to encourage parental involvement at the campus				
<b>Elementary and Junior High Campuses</b>				
For elementary and junior high campuses, set goals and objectives for the coordinated health program at the campus				

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Title I Schoolwide Program Elements

Increase student achievement, involve the school community in the design of the schoolwide plan, and actively engage families in opportunities available at the campus by ensuring compliance with the three elements of the federal Every Student Succeeds Act: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement activities.

Title I Schoolwide Elements	Steps in Action Plan, and/ or Implementation Method
<b>Element 1: Comprehensive Needs Assessment (CNA)</b>	
The campus conducts a CNA of the entire school that takes into account information on the academic achievement of children, particularly the needs of those children who are failing or at-risk of failing.	CNA Summary on page XX
<b>Element 2: Campus Improvement Plan (CIP)</b>	
The campus develops CIP with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators.	Ex. Objective 4.1 Action 1
The campus ensures the CIP is available to parents and the community (English and Spanish).	Ex. Objective 4.1 Action 2
The campus implements steps in action plan to provide opportunities for all children, including each of the subgroups of students to meet academic standards.	Ex. Objective 1.1 Actions 1 and 2 Objective 1.2 Action 2 Objective 1.4 Action 1
The campus uses methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.	
The campus addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting academic standards.	
<b>Element 3: Parent and Family Engagement (PFE)</b>	
The campus jointly develops with parents and family members of participating children a written PFE policy, agreed on by such parents.	PFE on page XX
The campus notifies parents of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand (English and Spanish).	Ex. Objective 4.1 Action 2
The campus makes the PFE policy available to the local community and updates it periodically to meet the changing needs of parents and the school.	PFE on page XX Objective 4.1 Action 2 Campus website
The campus offers a flexible number of meetings, such as in the morning and evening, to inform parents of the school's participation in a Schoolwide Program, to explain the requirements and the rights of parents to be involved, and to provide family engagement activities as outlined in the PFE policy.	PFE on page XX Objective 4.1 Action 2
The campus jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards.	School-Parent Compact on page XX

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## HIGH QUALITY PK PROGRAM REQUIREMENTS

Ensure that students that attend our district PK program enter Kindergarten with the foundational knowledge and skills to be curious, confident, and successful learners.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
<p><b>Curriculum</b> Implement a curriculum in PK that addresses:</p> <ul style="list-style-type: none"> <li>• Social and Emotional Development</li> <li>• Language and Communication</li> <li>• Emergent Literacy Reading</li> <li>• Emergent Literacy Writing</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> <li>• Fine Arts</li> <li>• Physical Development and Health</li> <li>• Technology</li> </ul>				
<p><b>Student Progress Monitoring</b> Monitor the progress of PK students in the five primary domains of development:</p> <ul style="list-style-type: none"> <li>• Emergent Literacy--Reading</li> <li>• Emergent Literacy--Writing</li> <li>• Language and Communication</li> <li>• Mathematics</li> <li>• Health and Wellness</li> </ul>				
<p><b>Teacher Qualifications</b> Employ PK teachers who are appropriately certified to teach PK and who have one of the following additional qualifications that is early childhood education specific:</p> <ul style="list-style-type: none"> <li>• A Child Development Associate (CDA) Credential</li> <li>• A Montessori Certification</li> <li>• At least eight years of experience teaching in a nationally accredited child care program</li> <li>• A degree in early childhood education (ECE), or early childhood special education or a non-early childhood education degree with at least 15 units of ECE-specific coursework</li> <li>• Documented completion of the Texas School Ready (TSR) - Comprehensive training program</li> <li>• A currently employed PK teacher who completed 150 cumulative hours of documented professional development relevant to early childhood education (half of the professional hours must include interaction with an instructional coach)</li> <li>• A currently employed PK teacher who completes 30 hours of documented professional development relevant to early</li> </ul>				

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

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<p>childhood education annually until 150 hours are completed (half of the professional hours must include interaction with an instructional coach)</p>				
<p><b>Family Engagement Plan</b>          Develop, implement, and make available on the web a Family Engagement Plan with the following six components:</p> <ul style="list-style-type: none"> <li>• Facilitating family-to-family support</li> <li>• Establishing a network of community resources</li> <li>• Increasing family participation in decision-making</li> <li>• Equipping families with tools to enhance and extend learning</li> <li>• Developing staff skills in evidence-based practices that support families in meeting their children's learning benchmarks</li> <li>• Evaluating family engagement efforts and using evaluations for continuous improvement</li> </ul>				
<p><b>Teach to Student Ratio</b>          Attempt to maintain an average ratio in any PK class of not less than one certified teacher or teacher's aide for every 11 students.</p>				
<p><b>Program Evaluation</b>          Select and implement appropriate methods for evaluating the PK program by measuring student progress and making results of the program evaluation available to parents.</p>				

# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## State and Federal Resource Allocation

Provide the resources to assist our team to work together to ensure each individual becomes what one has the potential to be.

State Compensatory Education			
Steps in Action Plan	Activity	Funds Budgeted	FTE
Ex. Objective 1.3 Action 2	Ex. Enrichment Room Teachers	Ex. \$49,184	Ex. 0.85
<b>Total SCE</b>			
Title I			
Steps in Action Plan	Activity	Funds Budgeted	FTE
<b>Total Title I</b>			
Title III EL			
Steps in Action Plan	Activity	Funds Budgeted	FTE
<b>Total Title III EL</b>			
Title IV			
Steps in Action Plan	Activity	Funds Budgeted	FTE
<b>Total Title IV</b>			
Private, Non- Profit Equitable Services			
Steps in Action Plan	Activity	Funds Budgeted	FTE
<b>Total PNP</b>			