

BELLVILLE

INDEPENDENT SCHOOL DISTRICT

District Improvement Plan



2023-2024

BELLVILLE INDEPENDENT SCHOOL DISTRICT

LEADERSHIP

BOARD OF TRUSTEES

Sarah Buenger - President
Grant Lischka - Vice President
Kenneth Stein - Secretary
Jim Batson
Jared Lischka
Heather Novicke
Regina Gillum
Jaylen Tesch - Student Member

CENTRAL ADMINISTRATION

Nicole Poenitzsch - Superintendent
Dennis Jurek - Assistant Superintendent of Finance & Operations
Natalie Jones - Chief Academic Officer
Tony Hancock - Chief Talent Officer
Grady Rowe - Athletic Director
Michael Coopersmith - Chief Operations Officer
Matthew Mahlmann - Director of Future Readiness
Kandis Krueger - Director of Inclusive Learning
Brian Reid - Director of Technology
Alyssa Werner - Child Nutrition Director
Holly Cox - Transportation Director
Amber Klausmeyer - Accounting Director
JD Higginbotham - Maintenance Director

CAMPUS ADMINISTRATION

James Dristas - Principal, Bellville High School
Daniel Symm - Principal, Bellville Junior High
Karen Fishbeck - Principal, O'Bryant Intermediate
Tiffany Nipp - Principal, O'Bryant Primary
Tony Hancock - Principal, West End Elementary

BELLVILLE INDEPENDENT SCHOOL DISTRICT

LEARNERS TODAY. LEADERS TOMORROW.

MISSION/PURPOSE:

EMPOWER INDIVIDUALS THROUGH THEIR UNIQUE GIFTS & INTERESTS BISD, as the center of public education in our community, partners with students, staff, parents, and community to cultivate relevant learning experiences so that each individual is empowered by their unique gifts and interests.

VISION

GROW OUR ABILITIES TO POSITIVELY CONTRIBUTE

We learn through work and experiences that are purposeful, meaningful, and challenging to grow ourselves and our abilities to positively contribute to the world around us.

THE BELLVILLE WAY

FAMILY. TRUST. HIGH EXPECTATIONS.



LEARNING

Develop and attain local standards for high levels of integrated learning and performance.



LEADERSHIP

Foster a connected, collaborative, and strategic approach to continuous improvement for the district.



CULTURE

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



COMMUNITY

Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways.

BELLVILLE ISD

LEARNERS TODAY. LEADERS TOMORROW.

WE LEARN

- through **experiences** that are purposeful & challenging;
- through **relationships** built on trust & respect;
- through **ownership** with accountability & feedback.

BELLVILLE ISD PORTRAIT OF A LEARNER



RECOGNIZES AND APPLIES UNIQUE GIFTS & STRENGTHS

The BISD learner discovers personal gifts and strengths through exposure and exploration and applies them in their work and service.



VALUES LEARNING & PERSONAL GROWTH

The BISD learner has the desire and ability to: learn, adapt, take risks, persevere, and respond constructively to feedback.



THINKS CRITICALLY & CREATIVELY

The BISD learner masters academic objectives by employing critical, creative, and innovative thought in their work.



EXHIBITS KINDNESS & CHARACTER

The BISD learner is kind and empathetic, and has a strong sense of ethics reflective of the values of our families, district, and community.



DEMONSTRATES DRIVE & PERSONAL RESPONSIBILITY

The BISD learner is inspired to dream without limits and driven to set and achieve goals; believing oneself to be capable of success.



LEADS & COMMUNICATES EFFECTIVELY

The BISD learner leads and communicates with purpose, and effectively forms relationships built on trust and respect.

BELLVILLE INDEPENDENT SCHOOL DISTRICT

BELLVILLE ISD ADVISORY COUNCIL

MEMBERS

Adrian Gutierrez, Teacher (BJH/BHS)
Christine Siptak, Teacher (OBI)
Danielle Sartain, Parent
Daniel Symm, Principal (BJH)
Dennis Jurek, Assistant Superintendent
James Dristas, Principal (BHS)
Jessica Jennings, Teacher (BJH)
Kandis Krueger, Director of Inclusive Learning
Karen Fishbeck, Principal (OBI)
Kenneth Stein, Board Member
Matthew Mahlmann, Director of Future Readiness
Meagan Schwartz, Teacher (BJH)
Natalie Jones, Chief Academic Officer
Nicole Poenitzsch, Superintendent
Sara Huffman, Librarian (OBP)
Stacy Henry, Teacher (OBP)
Tiffany Nipp, Principal (OBP)
Tony Hancock, Chief Talent Officer, Principal (WEE)

2023 COMPREHENSIVE NEEDS ASSESSMENT

DATA SOURCES

Data and Input was reviewed from various individuals and sources. This data and input was used to determine the needs and priority improvement actions for the 2023-2024 school year. These data and input sources included:

- State assessment results
- State accountability reports
- Stakeholder input surveys
- PEIMS data
- Texas Academic Performance Reports - TAPR
- Insight from Student Panels
- Insight and observation from campus and district leaders

DATA ANALYSIS

District Attendance 95.5%	District Graduation Rate 99.4%
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*TAPR 2021-2022

Enrollment (as of PEIMS Snapshot in late October 2022)

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
2238	2207	2196	2198	2251

Ethnicity and Race (as of PEIMS Snapshot in late October 2022)

Hispanic/Latino	African American	White	American Indian/Alaskan	Asian	Hawaiian/Pacific Islander	Two or more races
31.32%	7.02%	57.66%	0.18%	0.40%	0.09%	3.33%

Special Populations (as of PEIMS Snapshot in late October 2022)

Emergent Bilingual	Special Education	Economically Disadvantaged	Dyslexia	Homeless	Foster Care	Gifted and Talented	At Risk
10.00%	13.55%	46.87%	8.44%	0.89%	0.09%	10.802%	38.61%

2022 ACCOUNTABILITY HIGHLIGHTS

OVERALL DISTRICT RATING C		
STUDENT ACHIEVEMENT B	SCHOOL PROGRESS C	CLOSING THE GAPS C

2022 ALL SUBJECTS, ALL GRADES, ALL STUDENTS

% APPROACHES GRADE LEVEL 73	% MEETS GRADE LEVEL 43	% MASTERS GRADE LEVEL 18
STATE AVERAGE 74	STATE AVERAGE 48	STATE AVERAGE 23

SCHOOL PROGRESS

(ELA/Reading and Math)

	Did Not Meet Grade Level Current Year		Approaches Grade Level Current Year		Meets Grade Level Current Year		Masters Grade Level
	Did Not Meet Progress	Met or Exceeded Progress	Did Not Meet Progress	Met or Exceeded Progress	Did Not Meet Progress	Met or Exceeded Progress	Progress Not Applicable
Did Not Meet Prior Year	224	211	15	156	-	27	6
Approaches Grade Level Prior Year	79	0	106	136	-	118	40
Meets Grade Level Prior Year	13	-	89	-	81	126	95
Masters Grade Level Prior Year	3	-	27	-	93	-	203

CLOSING THE GAPS (Academic Achievement Status)

✓ - Met Target ✗ - Did Not Meet Target	Met Grade Level Reading (%)	Met Grade Level Math (%)	Met College, Career, & Military Readiness (%)
All Students	50 ✓	35 ✗	48 ✓
African American	9 ✗	9 ✗	n/a
Hispanic	41 ✓	22 ✗	22 ✗
White	61 ✓	47 ✗	63 ✓
Two or More Races	39 ✗	21 ✗	n/a
Economically Disadvantaged	32 ✗	20 ✗	34 ✗
Emergent Bilingual (Current & Monitored)	22 ✗	15 ✗	n/a
Students Receiving Special Education Services	23 ✓	18 ✗	n/a
Students Formerly Receiving Special Education Services	46 ✓	n/a	n/a
Continuously Enrolled	50 ✓	37 ✗	49 ✗
Non-Continuously Enrolled	49 ✓	28 ✗	42 ✓

SUMMARY OF DATA FINDINGS (IDENTIFIED NEEDS)

Below is a non-inclusive list of needs considered for the 2023-2024 Bellville ISD District Improvement Plan

- Increase awareness of students, staff, and parents regarding Portrait of a Learner & Local Accountability Measures
- Increase student, staff, parent, and community visitors at the Learning Center
- Expand and transfer ownership of Learning Center events and functionality to Teachers/Program Leaders
- Expand capacity of Staff and Students to achieve Goals and Objectives of School Board
- Design instruction and student experiences to enhance the learning and achievement of students
- Strengthen the modeling and implementation of positive behavior (PRIDE) & culture (The Bellville Way) expectations K-12
- Continue to grow the confidence and capacity of teachers to lead and implement effective instruction
- Increase the presence of student voice in leadership discussions & opportunities
- Establish more effective district-community communications

PROFESSIONAL DEVELOPMENT

The following professional development topics were identified in the needs assessment as a priority for the District:

- Ongoing Curriculum Implementation with HQIM
- BISD Common Instructional Strategies
- Blended Learning
- Small Group Instruction
- Brahma PRIDE-Positive Behavior System
- CTE Pathways Development
- Collaboratively Using Data to Inform Instruction
- Curriculum Mapping-Aligning Instruction to the Rigor of the Standards
- Writing Across Disciplines
- BISD Portrait of a Learner
- Administrator, Instructional Leader, and Teacher Leader ECT's
- Texas Lesson Study ECT PD
- Job-embedded Instructional Coaching

2023-2024 IMPROVEMENT PLAN - ACTION ITEMS

1 LEARNING Develop and attain local standards for high levels of integrated learning and performance.				
We learn through experiences that are purposeful and challenging.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Plan, develop, and implement Brahma Learning Excursions which consist of out-of-district student learning experiences intentionally aligned to real-world exposure and relevant learning (PK-12).	Brahma Learning Excursions District Advisory Team, Campus and District Leaders, Bellville Education Foundation, RSSI	Principals, Chief Academic Officer, Director of Future Readiness, Librarians	August 2023 - Refine and implement plan for PK-8 experiences & JH/HS College Visits June 2024 - Develop plan for 9-12 experiences for 24-25 implementation June 2024 - Plan and Develop PK-5 PBL for implementation in 24-25	Evidence of Committee meetings to develop plan for Brahma Learning Excursions Feedback from students and parents for PK-8 Brahma Learning Excursions & JH/HS College Visits Evidence of PK-5 plan for PBL
Expand course offerings and academic pathways (PK-5 Enrichment; 6-12 Pathways).	Pathway Committee Meetings, Perkins, Title IV	Chief Academic Officer, Director of Future Readiness, Campus Principals	August 2023 - Begin first P-TECH program in Health Sciences December 2023 - Complete Annual Pathway Committees; Review feedback and develop plan for 24-25 at BISD Leadership Team Meeting	Elementary Enrichment Activities, CTE Secondary Enrollment & Program Offerings Student completion of initial College Courses in Grade 9 in the P-TECH program
Expand operation of BISD Student-Run Store that will serve as the nexus for all Pathway students to offer products and services to the community.	Pathway Committee Meetings, CTE Coordinator and Teachers	CTE Teacher Leaders, Entrepreneurship Teacher, Chief Academic Officer, Director of Future Readiness, CTE Coordinator, CTE Teachers	August 2023 - Plan for expanded opening of Bellville Learning Center to include Brahmas on the Square Store and Cafe	Brahmas on the Square open for business Strengthened connections between contributing programs
Meet in ECTs weekly to discuss student learning and plan for instruction	ESC 6, Texas Lesson Study, BISD Curriculum Documents, HQIM, TEKS Resource System, Teacher Input, Campus Administrators, data, RSSP	Chief Academic Officer, Principals and Assistant Principals, Instructional Strategist, Instructional Coaches, Department Team Leaders	August 2023 -ECT Protocols updated May 2024 - Evidence of ECT Meetings	Increased student growth and achievement
The BISD Instructional Department will expand a collaborative shared Instructional Hub of resources.	Chief Academic Officer, Technology Instructional Specialists	Instructional Strategist	August 2023 - Update of Shared Drives and internal Teaching and Learning website with Instructional Resources	Instructional Hub complete with resources and available to staff Feedback from staff

K-5 Math and RLA teachers will develop curriculum maps (YAGs & Unit Plans) to create meaningful learning experiences.	BISD YAGs and Unit Plans, HQIM Resources	Chief Academic Officer, Instructional Strategist, Instructional Coaches, Administrators, Teachers	June through December 2023 - YAGs and Unit Plans developed.	YAGs, Unit Plans, and EOUs in place and utilized
Increase Career Connection/Exposure at all campuses	Local and Regional Businesses, Bellville Chamber of Commerce, BEDC	Principals, Counselors	September 2023 - Plans developed for 2023-2024 Elementary and JH Career Days December 2023 - Investigate HS Opportunities	Increased student awareness of future work opportunities Plan for HS Opportunities for 24-25
Implementation of Pilot and continued planning for implementation of research & cornerstone projects with industry panelists for Grades 5, 8, & 12.	CEN, Texas Agrilife	Chief Academic Officer, Director of Future Readiness, Librarians, Elementary GT Teachers	August 2023 - Plans for pilot of Elementary GT age-appropriate research May 2024 - Plan developed to outline process to expand opportunities to prepare students for research & cornerstone projects	Feedback from pilot used in planning for expansion Research & Cornerstone plan in place.
Implement partnerships for 11th/12th student internships/practicums	Local and Regional Businesses, Bellville Chamber of Commerce, BEDC	Director of Future Readiness, CTE Coordinator/HS AP, CTE Teachers	December 2023 - Completion of Pathway Committees	Plan for each pathway to enhance or establish internships/practicums
Implement increased access to early college opportunities or P-TECH (currently in Pathway action step above)	Pending available funding through increases in weighted funds for CCMR	Superintendent, Director of Future Readiness, Assistant Superintendent	December-Completion of P-TECH Mapping Requirements & Expansion Grant Submission for Education & Business	May 2024- Enrollment verification for 2024-2025 Cohort in expanded P-TECH Pathways
Work stakeholder committee to enhance GT Program	Chief Academic Officer, Region 6, TEA	Instructional Strategist	September 2023 - Plan for meetings throughout the year established May 2024 - Plan developed to enhance GT Program	Plan developed for enhancements to GT program
We learn through relationships built on trust and respect.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Continue to host parent conferences PK-5 & continue student participation in ARD and 504 meetings	Student Work Samples, Benchmark Data	Principals, Teachers, Director of Inclusive Learning	Fall 2023, Spring 2024 PK-5 Parent Teacher Conferences & Annual ARD Meetings	Increase parent engagement
Develop capacity and increase School-Home Connections.	Campus Retreats, The Bellville Way culture documents	Principals, Teachers	August 2023 Opportunities available for staff to connect with parents and build relationships	Positive School-Home Relationships

Fully incorporate Character Education across all campuses	Chief Academic Officer, Character Education Curriculums, PE Teachers	Principals	August 2023 - Plan to Implement Character Education Curriculum is developed	Positive student feedback
Implement Brahma PRIDE expectations consistently across classrooms and campuses K-5; Develop PRIDE expectations 6-12	Brahma PRIDE Implementation Guide	Chief Talent Officer, Principals, Assistant Principals, Campus Staff	August 2023- Training November 2023-Behavioral Pulse Check w/ Admin & PRIDE Teams	End of year survey results for Character & Kindness and Drive & Personal Responsibility + Decreased Office Referrals
We learn through ownership with accountability and feedback.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Implement common instructional strategies	ECTs, Teacher Leaders, Instructional Strategist, Chief Academic Officer, BISD Walkthrough Tool	Principals, Instructional Coaches	December 2023 - Evidence of Common Instructional Strategies as observed through walk-throughs; Evidence of discussions of Student-Centered Teaching in ECTs	Increased student-centered learning as reflected in Strengths & Interests and Drive & Personal Responsibility Survey Data
Develop an electronic student portfolio that captures evidence of learners' growth and trait development through their educational journey (PK-12).	Community Representatives, Campus and District Leaders, Campus Instructional Staff, SoftChoice	Superintendent, Chief Academic Officer, Director of Technology	Evidence of committee meetings to develop draft plan for student portfolios + November Training & District/Community Communication Plan & Implementation Guide	Activity/Usage Statistics May 2024
BISD will continue Universal Benchmarks for K-10 in the areas of reading, math, and science	NWEA MAP System	Chief Academic Officer, Instructional Strategist, Principals, Teachers	September 2023 - First MAP Growth Testing Window complete May 2024 - MAP Growth and Fluency Administrations are complete	Analyze data and informing instruction to meet the needs of out students
Refine and pilot updated version of a grading & reporting system in BISD that provides timely and meaningful feedback to students and parents regarding students' progress toward mastery of identified standards and skills	Campus and District Leaders, Campus Instructional Staff	Chief Academic Officer, Principals, Teachers	August 2023 - Expansion to K-5 grade levels and pilot in 6-12 March 2024 - Input of teachers and campus leaders on implementation to inform future refinement	Development and publication of Implementation/Action Plan
Increase use of data to inform instruction and set individual student growth goals.	Instructional Strategist, Chief Academic Officer, MAP, Director of Technology, RSSP	Instructional Strategist, Instructional Coaches, Principals	September 2023- Data discussions regarding student data and practices for setting goals with students April 2024-Data discussions regarding individual student growth	Increases in students' MAP scores from beginning of the year to end of the year.

Get and give direct feedback on instructional effectiveness inclusive of administration and peer observations	BISD Learning Walks & Data Tool	Superintendent, Chief Academic Officer, Instructional Strategist, Instructional Coaches, Principals & Assistant Principals	September 2023-April 2024 conduct a minimum of 5 instructional walks per week (campus leaders) and 1 round of instructional walks per month per campus (district Admin)	Instructional Walk Data noting an increase in frequency of use of effective instructional practices from beginning of the year to end of the year.
Establish clarity around MTSS through development of a BISD MTSS Handbook and staff training	TEA Learn Modules	Chief Academic Officer, Instructional Strategist, and Director of Inclusive Learning	December 2023 -Handbook Established and reviewed with Admin January 2024-Training and Review with Campus Staff	Documentation of services provided in accordance with the BISD MTSS Handbook

2 LEADERSHIP

Foster a connected, collaborative, and strategic approach to continuous improvement for the district.

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
Conduct ongoing workshops and annual retreats with the Board, District Leaders, Teacher Leaders to train and update on leadership practices, protocols, procedures, goals, and initiatives.	Community Representatives, District Leaders	Superintendent	Schedule of events for the upcoming school year by September 2023	Documented Progress toward Board Goals & Administrative Teams' 2023-2024 Goals
Collaboratively develop and update innovation plans, improvement plans, district technology plan, LRFP, FFE refresh plan, and operating procedures for business and finance practices.	Community Representatives, Campus Leaders, Campus Instructional Staff	Superintendent, Assistant Superintendent, Director of Future Readiness, Director of Technology	Review at mid-year meetings for committees appropriate to each plan; Plans updated by May 2024	Updated plans with evidence of stakeholder collaboration
Improved ratings on Local Accountability Plan	TEA Local Accountability Plan & Local Data Measures	Superintendent	Mid-Year GAP Reflections & MAP Growth	End-of-Year Summative Local Accountability Data & Ratings
Increase student leadership roles in District-Level Conversations	Books, Articles, Technology	Superintendent	May 2023- Student Board Representative Selected; August 2023-April 2024- Superintendent Student Advisory Meetings; November/March: Student Panel with BISD Board	End of Year Leads & Communicates Effectively

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
Regularly convene a Capital Improvement Committee representative of BISD stakeholders.	Community Representatives, Campus and District Leaders, Campus Instructional Staff	Superintendent	Schedule of regular meetings by September 2023; November 2023 Bond Election	Successful Passage of a Bond
Implement Long-Range Capital Improvement Plan including furniture and facilities improvements	Capital Improvement Committee	Superintendent, Assistant Superintendent, Chief Operations Officer, Maintenance Director	June 2023- Facilities Walks; Scheduled Capital Improvement Committee Meetings	Publication of LFRP
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
Develop & Continuous Improvement of Business Procedures Manual.	Director of Accounting, TASBO Best Practices	Assistant Superintendent	May 2024 - Review of Draft by District Leadership Team; Completed Sections in place	Business Procedures Manual sections in place
Maintain compliance in Staffing-to-Student ratio with the Financial Integrity Rating System of Texas.	BISD Staffing Audits, Position Allocations, and student:staff ratios	Chief Talent Officer, Assistant Superintendent, and Superintendent	August 2023 & May 2024 - Review Staffing-to-Student ratio	Maintain greater than a 2.6:1 Student-Staff ratio overall.
Continue to develop long-range formulaic approach to compensation & staffing	Enrollment Forecasting, TASB HR Model, District Research	Assistant Superintendent	April 2024 - Compensation Plan for 24-25 approved by BISD School Board	Compensation & staffing is competitive in market compared to peer districts in surrounding area
Continue to train budget managers on effective and appropriate financial management practices	FAR Guide, TASBO, Internal District Documents	Assistant Superintendent	Fall 2023 & Spring 2024 - Training & Updates in Leadership Meetings	Compliance with district Business Policy & Procedures
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
Conduct monthly board-walks at campuses and departments across the district.	School Board Members	Superintendent, Department Directors, Campus Principals	September 2023 - Schedule of monthly events	School Board Member feedback
Conduct monthly department and campus spotlights at BISD Board Meetings.	Campus and Department Staff	Superintendent, Department Directors, Campus Principals	September 2023 - Schedule of monthly events	School Board Member and Community feedback

Engage board members and leaders with multiple stakeholders in decision-making committees	School Board Members, Community Representatives, Campus & District Leaders, Campus Instructional Staff	Superintendent	October 2023 - Decision-making committees invitations	Documentation of plans and policies recommended by committees
Objective 2.5: Be intentional in ensuring all work of the District supports the established vision and goals				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Intentionally and regularly reference Board Self-Evaluation, BISD Strategic Plan, and BISD Goals for progress monitoring and action.	School Board Self Evaluation tool completed annually, Board Meeting Agendas	Superintendent	July 2023 - Self-Evaluation Completed February 2024 - Review of Board Agendas for Strategic Focus completed	Up-to-date Strategic Plan with Documentation of Progress toward Goals
Audit Board Agendas for alignment with established goals and priorities.	Board Self-Evaluation	Superintendent	February 2024 - Agendas reviewed annually	Majority of agenda items and minutes spent in discussion focused on board goals
Publish document to share with community regarding status toward goals	Online Presentation & printed brochure with evidence of progress toward goals	Superintendent	September 2023 - Publications released	End of Year Surveys noting 80% or better positive response to questions regarding BISD Communications.
Redesign Administrative GAP Tools to be reflective of roles related to accomplishment of Board Goals	BISD GAP Tool	Superintendent	July-October BOY GAP October-February- MOY GAP	Documented progress toward Board Goals

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
Ensure BISD Compensation Plan is appropriate relative to market competition for our region and relative to internal equity, roles, and responsibilities.	TASB Salary Study + VATRE Funding	Superintendent, Assistant Superintendent	November Budget & Compensation Schedule Adjustments in accordance with TASB Market Value Study (Pending passage of VATRE)	BISD Compensation Schedule
Continue traditions of BOY supply gift certificates, one-time mid-year stipends, turkey certificates, holiday treats, Christmas luncheons, etc.	School Board Members, District Leaders	Superintendent, Assistant Superintendent	August 2023 - Plan for annual traditions in place	Staff Retention Rates

Seek and respond to input from staff regarding the ways in which they want to be valued (benefits packages, pay, acts of appreciation, etc.).	Staff Surveys, Staff Input	Superintendent, Assistant Superintendent, Chief Talent Officer	June 2023 - Plans in place for 2023-2024	Low Staff Turnover rate
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
Continue to enhance our efforts in recruitment, training, and retention of the BISD team.	Onsite and virtual career fairs, Universities, Region ESCs, alt. certification programs	Chief Talent Officer	August 2023 - Recruitment plan in place March 2024 - Increased applicant pools for open positions for 2024-2025	100% of open positions filled
Respond to data trends related to this objective.	Analytics program, Exit Interview data	Chief Talent Officer	July 2024 - Evaluate data	Larger candidate pools for open positions
Establish rigorous and creative hiring processes with Incorporation student voice on hiring processes.	Application process, Information session	Superintendent, Chief Talent Officer	December 2023- Google Talent Management Resources Folder January-May 2024 Admin Training & Implementation of Hiring Processes w/ Student Voice	Google Folder Talent Management Resources
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
Move toward 18:1 student-teacher ratios PK-2	Pending available funds based on student enrollment	Superintendent	February 2024-Estimate student enrollment for SY 23-24 and allocated reduced class size staffing ratios if funding is available and sustainable + Evaluate positions for possible repurposing	Increased academic performance on MAP foundational skills by the end of 2nd grade.
Ensure all campuses and programs are fully staffed with capable individuals	BISD Recruitment Resources	Chief Talent Officer	September 2023- Evaluate vacancies/staffing January 2024 Re-Evaluate for the 2024-2025 school year	BISD Staffing Report & Overall Employee Performance Evaluations
Develop partnerships/funding structure to support "Grow Your Own" educator pathways including BHS Education P-TECH Pathway	TEA, Region 6, CEN, Alternative Certification Program	Chief Talent Officer	May 2024 - Develop plan for start of "Grow Your Own" program in 24-25	Plan outlining steps to implement BISD Grow Your Own Program & Enrollment in Education P-TECH Pathway

Objective 3.4: Foster a culture of collaboration and learning.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Host Effective Collaborative Teams with teaching teams.	Chief Academic Officer, Instructional Strategist, Principals, Collaboratively Created Agendas, ESC 6 Texas Lesson Study	Chief Academic Officer, Instructional Strategist, Principals, Instructional Coaches	May 2024 - Weekly ECTs completed	Completion of successful ECTs
Increase active participation in existing forums and create opportunities for input and collaboration.	DAC, CIC, Student Advisory	Superintendent	May 2024 - Completion of meetings	Meeting agendas and participation rates
Implement District-Wide Weekly Communication w/ Fidelity & Host Fall/Spring Brahma Nation Live to promote culture of learning and "The Bellville Way"	Gmail/Google Meet + TASA Midwinter Communications Sessions	Superintendent	August & November 2023, March 2024- Brahma Nation Live July 2023-May 2024; Weekly Emails from Superintendent	Staff Retention Rates and Exit Survey Data

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
Seek and respond to feedback on the effectiveness of the district's local growth and appraisal system.	BISD GAP Tool + Google Form Feedback Survey	Chief Talent Officer, Campus Principals	August-October 2023: BOY GAP Conferences November 2023-February 2024: MOY GAP Processes March-May EOY 2024: EOY CAP Conferences	Google Form Feedback Responses - Effectiveness of BISD GAP Tool
Create a culture of providing timely and meaningful feedback to all staff regarding performance, goals, and growth.	Learning Walk Feedback Cards, Learning Walk Feedback Conferences; Staff 1:1 Feedback Conferences, BISD GAP Process; ECT's w/ feedback in relation to progress toward goals	Superintendent, Chief Academic Officer, Chief Talent Officer, Principals, Directors (All Supervisors and Leaders)	August 2023- Roll out of Learning Walk Feedback Processes at Campus Level; Weekly/Monthly ECT Meetings MOY/EOY GAP Conferences	EOY Staff Survey Data, Learning Walk Instructional Data, Google Form Feedback Data, Retention Rates, and Exit Survey Data; & PD Reflection Data

Objective 3.6: 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
Continue to make “The Bellville Way” a driving force and source of pride for our district and community that is known and felt by all students, staff, and parents.	Community Representatives, Campus & District Leaders, Campus Instructional Staff, Student Leaders	Superintendent, Chief Talent Officer, Principals	November-December 2023- Hard Copy Portrait/Culture Pulse-Check Survey w/ in-person communication of survey administration (response options)	EOY Survey Data
Incorporate student leadership in teaching others about “The Bellville Way”	Superintendent Student Advisory Group; BJHS, BHS, OBI, & WE Student Councils	Superintendent, Principals	August 2023- Orientation Monthly Superintendent Student Advisory Meetings	End of Year Survey Data- Exhibits Character & Kindness
Ensure all new families are welcomed and connected to supports in our community	Student Leaders, Campus Leaders, Parent Leaders	Superintendent, Chief Talent Officer, Principals	September 2023-Host “Welcome to the Brahma Family” orientations at each campus for families who are new to Bellville.	End of Year Survey Data - Exhibits Character & Kindness

4 COMMUNITY
Cultivate connections in our schools and our community to ensure all feel safe, valued, and engaged in meaningful ways.

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
Host parent trainings for safety, special programs, & Academic Opportunities	Meeting Opportunities	Superintendent, Chief Operations Officer, Chief Academic Officer, Director of Inclusive Learning	Monthly CIC Meetings (23-24); September/October 2023 Parent Safety Meetings; Safety Sessions at Open House/PTO Meetings January 2024-Course Selection Meetings	Documentation of Meeting Events & Sign-In Sheets
Build and expand PTO Connections.	PTO Officers	Principals Superintendent Chief Academic Officer	September 2023 - Principals meeting with PTO Officers and/or interested parents	PTOs are more interconnected with campus activities
Convene community-based Advisory Committees: DAC, SHAC, Technology, Capital Improvement, Pathways, etc.	Community Representatives, Campus and District Leaders, Campus Instructional Staff	Superintendent, Director of Future Readiness, Chief Operations Officer, Director of Technology	September 2023 - Committee Meetings scheduled and member invitations sent	Successful passage of November 2023 Bond; Sign-In sheets from meetings

Strengthen Partnerships between district-community through internships, practicums, academic advisory committees, and career-connections	Meetings & Events	Director of Future Readiness, Principals, CTE Team Leader	Advisory Committee Meetings 2023-2024; Career Day October 2023/February 2024	Documentation of meetings/events & Sign-In Sheets
Objective 4.2: Positively contribute to our community.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Host Fall District Day of Service	Student Advisory Committee	BHS Principal, Superintendent	Plans developed during Student Advisory Committee meetings; October 2023 - Fall District Day of Service scheduled & completed	Evidence of participation of student, staff, and community members
Enhance District-Community Communication Tools: Facebook, Newsletter, Bellville Times, BISD Website, etc.	District and Campus Leaders	Superintendent	August 2023 - Efforts to enhance are initiated	Stakeholder Feedback
Engage with community leaders to support joint efforts: church leaders, business leaders, community organizations, EDC, City Council, County Commissioners Court, etc.	Community Representatives, Campus and District Leaders	Superintendent	August 2023 - Community Leaders Luncheons scheduled and member invitations sent	Community Leader Feedback
Objective 4.3: Foster support from Bellville ISD Education Foundation and engage Alumni in meaningful ways.				
Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
Establish the BISD Education Foundation in efforts to contribute to the experiences of students & staff	BISD Education Foundation	Superintendent, Chief Academic Officer	September 2023 - Kick-Off event and fundraising mechanisms in place	Account balance above \$50,000 by April 2024
Increase engagement with Bellville Alumni	BISD Education Foundation	Superintendent Chief Academic Officer	September 2023-Create avenue for alumni outreach & engagement	100+ registered/engaged alumni affiliated with BISD Ed. Foundation

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
District and All Campuses				
Vary instructional methods for addressing the needs of student groups not achieving their full potential	Ongoing Professional Development	Chief Academic Officer, Campus Principals	August 2023 - Classroom Observations	STAAR Results, Benchmark Results
Provide methods for addressing the needs of students for special programs, including: <ul style="list-style-type: none"> • Suicide prevention programs • Conflict resolution programs • Violence prevention programs • Dyslexia treatment programs • Dropout reduction programs 	Character Education Curriculum, Training & Resources	Counselors, Assistant Principals, Chief Academic Officer, Director of Inclusive Learning	August 2023 - Evidence of Training, Character Education Action Plans	Evidence of implementation of these programs
Integrate technology in instructional and administrative programs	District and Campus Leaders, Campus Instructional Staff	Director of Technology, Technology Instructional Specialist, Chief Academic Officer	August 2023 - Technology Committee Meeting agenda	Development and publication of district technology plan
Implement positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care	District and Campus Leaders, Campus Instructional Staff, CPI Training, Character Education, SWIS	Behavior Specialists, Chief Academic Officer, Director of Inclusive Learning, LSSPs	Fall 2023 - Staff Development documentation	Use of SWIS System and completion of student behavior meetings
Provide staff development for professional staff	District Staff, Region ESCs, TEA	Chief Academic Officer, Principals	August 2023 - publication of BISD Professional Learning Handbook	Staff Development Surveys
Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	Pathway Committees, Region 6 Specialist	Principals, Director of Future Readiness	August 2023 - Pathway Committee Meeting Agendas	BISD Course Catalog
Provide accelerated education opportunities for students that are at-risk	Counselors, Director of Future Readiness	Principals	September 2023 - SCE Positions listed in Campus Improvement Plans	SCE Evaluations
Implement a comprehensive school counseling program	Region ESC, TEA	Counselors, Director of Future Readiness	August 2023 - District Counselor Meeting Agendas	Evidence of implementation of program

Provide information to elementary, junior high, and high school students and parents about the following: <ul style="list-style-type: none"> Higher education admissions and financial aid opportunities and sources of information The need for students to make informed curriculum choices to be prepared for success beyond high school 	Region ESC, TEA	Counselors	August 2023 - District Counselor Meeting Agendas	Documentation of campus plans to inform students and parents
Provide a program to encourage parental involvement at the campus	Region ESC, TEA	Principals	August 2023 - Campus level dates for Parent Engagement Activities	Parent Engagement Activity Sign-In Sheets

STATE REQUIREMENT FOR CORRECTIVE ACTION

Incorporate Bullying Prevention Policies & Procedures in the District's Improvement Plan.

Steps in Action Plan	Resources	Person Responsible	Time Frame & Formative Assessment	Measurement of Success
District and All Campuses				
BISD aims to promote positive relationships built on trust and respect among staff and students.	The district annually trains staff on detection and mitigation of bullying & student focused anti bullying campaigns.	Campus principals	Annually in August	Reduction in Bullying incidents per annual discipline data/review of investigation reports
BISD aims to promote restorative practices and peer mediation to restore relationships and promote positive and supportive interactions among peers.	Implementation of character trait instruction, restorative practices, and peer mediation.	Campus Counselors	Ongoing	Student responses to applicable year-end survey questions.
The District prohibits bullying, including cyberbullying, as defined by state law in accordance with all policies and procedures outlined in (FFI Legal) & (FFI Local)	BISD Board Policies FFI Legal & FFI Local	Campus Principals	Ongoing	Reduction in Bullying incidents per annual discipline data/review of investigation reports

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.

Title I		
Steps in Action Plan	Activity	FTE
Campus Improvement Plan	Intervention Teachers - OBP & OBI	4.0
Objective 1 - Exp., Action 2	Enrichment Paraprofessionals - OBP & OBI	4.0
Campus Improvement Plan	PK and Kindergarten Paraprofessionals - OBP	4.0
Total Title I		12.0
Title III EL		
Steps in Action Plan	Activity	FTE
Campus Improvement Plan	EL Summer School Paraprofessional	1.0
Campus Improvement Plan	EL Technology Resources (Devices & Software)	N/A
Campus Improvement Plan	EL Instructional Materials	N/A
State & Fed. Requr. Action 5	EL Staff Development	N/A
Total Title III EL		1.0
Title IV		
Steps in Action Plan	Activity	FTE
Objective 1 - Exp., Action 2	JH Exploring Pathway STEM Teacher	0.5
Objective 1 - Exp., Action 2	JH Outdoor Education Teachers	0.34
State & Fed. Requr. Action 5	Technology Professional Development	N/A
State & Fed. Requr. Action 5	Safe and Healthy Students Professional Development	N/A
Total Title IV		0.84
Private, Non- Profit Equitable Services		
Steps in Action Plan	Activity	FTE
PNP Consultation Agreements	Title IV Equitable Services	N/A
Total PNP		N/A

APPENDIX I

[FFI-LEGAL. STUDENT WELFARE- FREEDOM FROM BULLYING]

Definitions Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
 - e. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability: These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or
 - b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).
9. The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

APPENDIX II

[FFI-LOCAL. STUDENT WELFARE-FREEDOM FROM BULLYING]

Note:

This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX III

[EISO: EVALUATING & IMPROVING STUDENT OUTCOME GOALS]

3RD GRADE STAAR READING SCORES

	ALL	W	H	AA	ED
2019 BASELINE	79%	88%	69%	58%	63%
2020 DATA	NA	NA	NA	NA	NA
2021 DATA	71%	86%	59%	27%	53%
2022 DATA	79%				
2023 GOALS	81%				
2024 GOALS	84%				
2025 GOALS	86%				
2026 GOALS	88%				
2027 GOALS	90%				

3RD GRADE STAAR MATH SCORES

	ALL	W	H	AA	ED
2019 BASELINE	79%	86%	74%	50%	68%
2020 DATA	NA	NA	NA	NA	NA
2021 DATA	59%	70%	50%	18%	39%
2022 DATA	68%				
2023 GOALS	71%				
2024 GOALS	74%				

2025 GOALS	76%				
2026 GOALS	78%				
2027 GOALS	80%				

BHS CCMR: COLLEGE, CAREER, & MILITARY READY DATA

	ALL	W	H	AA	ED
2019 BASELINE	74.4%	83.3%	65%	45%	58.7%
2020 DATA	NA	NA	NA	NA	NA
2021 DATA	50.6%	62.3%	27.7%	30%	26.3%
2022 DATA	53%				
2023 GOALS	57%				
2024 GOALS	62%				
2025 GOALS	67%				
2026 GOALS	71%				
2027 GOALS	75%				