

Bellville High School
Campus Improvement Plan
2017 - 2018

Mission Statement

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

Vision Statement

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

CAMPUS GOALS 2017 - 2018

- I. Bellville High School will meet state accountability goals as defined by TEA and Federal Accountability Goals as defined by ESSA**
 - A. All student accountability groups, grades 9 – 11, will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STAAR) and meet federal accountability requirements**
 - B. Provide a classroom environment that utilizes technology in all classrooms and provide differentiated curriculum opportunities that address the needs of students achieving at advanced levels of learning**
 - C. All students will explore and develop career pathways and post secondary opportunities**

- II. Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs.**
 - A. Strategies will be implemented for all students who are identified as having a disability as defined by Special Education to provide an instructional classroom environment that meets their individual needs**
 - B. Strategies will be implemented for all students who are identified as English Language Learners to provide an instructional environment that meets their individual needs**
 - C. Strategies will be implemented for all students who are identified as Gifted and Talented to provide an instructional environment that meets their individual needs**

- III. Bellville High School will encourage opportunities for parental and community involvement**
 - A. Bellville High School will maintain the positive relationships developed with the local business community and other community groups**
 - B. Provide opportunities for parental/community involvement in school activities**
 - C. Provide awareness of higher education opportunities for all students**

- IV. Bellville High School will recruit and hire appropriately certified teachers as required by TEA**
 - A. All teachers will complete necessary requirements for appropriate state certification**
 - B. All teachers and support personnel will participate in meaningful professional development based on campus needs**
 - C. Bellville High School will employ a highly diverse instructional faculty and staff that are reflective of the student population**

- V. Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members**
 - A. Provide a positive school culture and climate for students and staff**
 - B. The campus will achieve a 0% incidence rate for illegal weapons and other violent occurrences**

- VI. All Bellville High School students will graduate from high school**
 - A. The dropout rate for the high school will be less than 2%**
 - B. Attendance of students will be at 96% or higher**

- VII. Bellville High School will promote participation in extra-curricular academic competitions**
 - A. Recruit and increase student participation in extra-curricular UIL academic competitions**

Bellville High School Needs Assessment Data Fall 2016-2017 Demographics

Enrollment: 698 students (grades 9 – 12)

ENROLLMENT BY ETHNICITY		% Group	% Enroll	ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%	AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	5	0.72%	0.72%	ASIAN	2	0.72%	0.29%
BLACK / AFRICAN AMER.	72	10.32%	10.32%	BLACK / AFRICAN AMER.	52	18.84%	7.45%
HISPANIC / LATINO	180	25.79%	25.79%	HISPANIC / LATINO	145	52.54%	20.77%
WHITE	433	62.03%	62.03%	WHITE	76	27.54%	10.89%
HAWAIIAN / PAC ISLAND	0	0.00%	0.00%	HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	8	1.15%	1.15%	TWO OR MORE	1	0.36%	0.14%
TOTAL	698	100.00%	100.00%	TOTAL	276	100.00%	39.54%

ESL		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	1	5.00%	0.14%
BLACK / AFRICAN AMER.	0	0.00%	0.00%
HISPANIC / LATINO	19	95.00%	2.72%
WHITE	0	0.00%	0.00%
HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	20	100.00%	2.87%

AT RISK		% Group	% Enroll	SPECIAL EDUCATION		% Group	% Enroll
AMER. INDIAN / ALASKAN	0	0.00%	0.00%	AMER. INDIAN / ALASKAN	0	0.00%	0.00%
ASIAN	3	1.22%	0.43%	ASIAN	0	0.00%	0.00%
BLACK / AFRICAN AMER.	44	17.96%	6.30%	BLACK / AFRICAN AMER.	16	27.59%	2.29%
HISPANIC / LATINO	77	31.43%	11.03%	HISPANIC / LATINO	7	12.07%	1.00%
WHITE	118	48.16%	16.91%	WHITE	35	60.34%	5.01%
HAWAIIAN / PAC ISLAND	0	0.00%	0.00%	HAWAIIAN / PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	1.22%	0.43%	TWO OR MORE	0	0.00%	0.00%
TOTAL	245	100.00%	35.10%	TOTAL	58	100.00%	8.31%

When the ethnicity of Economically Disadvantaged Students is compared with the ethnicity of all students, the Hispanic students and African American students are over represented for this subgroup of students. The Hispanic students (in the 2016-2017 Fall Collection) are 25.79% of all students but make up 52.54% of the economically disadvantaged subgroup. The African American students are 10.32% of all students but make up 18.84% of the economically disadvantaged subgroup. The White students are 62.03% of all students but only make up 27.54% of the economically disadvantaged subgroup. This over-representation of Hispanic and African American students in the economically disadvantaged subgroup continues to be a priority for the district.

Bellville High School had, on the 2016-2017 Fall Collection, a student ethnic and racial distribution of 10.32% Black/African American (up 0.95% from last year), 25.79% Hispanic/Latino (down 0.02%), 62.03% White (down 0.18%), 0.00% American Indian/Alaskan (down 0.15%), 0.72% Asian (up .26%), 0.0% Hawaiian/Pacific Islander (unchanged), and 1.15% Two or More Races (down 0.85%).

Needs Assessment for the 2016-2017 School Year

Needs Assessment Data

Groups Tested	Reading	Math	Writing	Science	Social Studies
All Students	73%	72%	N/A	86%	87%
African American	45%	50%	N/A	72%	69%
Hispanic	69%	75%	N/A	82%	90%
White	83%	75%	N/A	91%	89%
American Indian	-	-	N/A	-	-
Asian/Pacific Islander	*	*	N/A	*	*
Two or More Races	64%	*	N/A	*	*
Special Education	29%	28%	N/A	47%	52%
Econ Disadvantaged	64%	72%	N/A	77%	83%
LEP	*	*	N/A	63%	*

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

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

-Indicates there are no students in the group.

Graduation Rate

Groups Measured	Class of 13	Class of 14	Class of 15
All Students	96.00%	98.00%	98.00%
African American	86.70%	94.70%	93.30%
Hispanic	93.30%	96.70%	96.80%
White	97.60%	100.00%	99.00%
Eco. Disadvantaged	85.70%	96.50%	93.90%

Class of 2014 District Five-Year Longitudinal Graduate and Dropout Rates Summary (Gr. 9 – 12)

Student Groups	Graduates	Continuers	GED	Dropouts
			Recipients	(5 yr)
	Rate	Rate	Rate	Rate
All Students	98.00%	0.00%	0.00%	2.00%
African American	94.70%	0.00%	0.00%	5.30%
Hispanic	96.70%	0.00%	0.00%	3.30%
White	100%	0.00%	0.00%	0.00%
Economic Disadv.	96.50%	0.00%	0.00%	3.50%
Special Education	94.70%	0.00%	0.00%	5.30%
LEP**	*	*	*	*

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

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

Recommendations

- Tutoring in the core subject areas helped approximately 50% of students who had previously failed EOC meet the passing standard. Also 100% of seniors met EOC requirements. We will continue to offer this to those students who did not meet the passing standard.
- The students identified will be assigned a tutorial period during the school day as well as having an after school option.
- Attention will be given to all students to increase the attendance rate to 97%.

Attendance

The attendance rate for the 2016-2017 school year was 96.74% which was a .06% decrease from the 2015-2016 school year. Emphasis will be placed on at-risk students.

Percent in Attendance	%
African American	96.10%
Hispanic / Latino	96.44%
White	96.92%
American Indian	00.00%
Asian/Pacific Islander	97.89%
Two or More	96.64%
Campus	96.74%

We fell short of our goal of 97% by only 0.26%. We are continuing with the exemption from final exams for those that met excellent attendance which has helped our attendance rate go up in the past.

TELPAS

Of the 21 LEP students at Bellville High School, 9.52% scored at the Beginning Level, 14.29% scored at the Intermediate Level, and 23.81% scored at the Advanced Level on the TELPAS (Texas English Language Proficiency Assessment System) with 52.38% of the LEP students scoring Advanced High.

District Wide Plan

Technology

We will continue the Bring Your Own Device policy that was implemented a couple of years ago. The students can bring any internet enabled device. These devices are to be used only at the discretion of the classroom teacher. A mobile I-Pad cart consisting of 30 I-Pads is available for teachers to check out for wireless access use. Twenty seven access points are available for wireless coverage. All classrooms have a smart board that allows the teachers to have interactive lessons.

Curriculum and Instruction

All teachers at BHS that teach core courses will use Texas Resource to ensure the curriculum they are teaching is aligned with TEKS. An access port has been added to every classroom for wireless coverage.

Staff Development

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

1. Continuing updates related to discipline referrals
2. Ongoing updates on inclusion procedures in the classroom
3. Proper student use of Enrichment Room

Special Education

Bellville High School is continuing to see a decrease in special education students entering high school because of the implementation of RTI in the lower grade levels. We will continue to teach resource English and Math. Inclusion classes will be supported by Special Education teachers and paraprofessional staff members. We also have the Enrichment Room available for those students who need a quiet place to work or take a test.

Homeless

During the 2016-2017 school year BHS did not have any students who were identified as being homeless.

Parental Involvement

In the fall BHS has an open house that is always well attended. This past year we had just over 600 parents attend open house. This is when parents are able to go to their student's classes meet the teacher and get an overview of the class and a copy of the class syllabus. Parents are involved in numerous support organizations such as Breakfast of Champions, Athletic Booster Club, Brahmadora Booster Club, Band Boosters, Theater Boosters, BEST (Bellville Engineering, Science and Technology) Boosters, FFA Alummi, Academic Excellence and Project Graduation. BHS faculty members communicate with parents either by phone, email or personal contact concerning academic, discipline or praise. Parents can also check student's attendance and grades through the use of the Parent Portal.

Community Involvement

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

State Compensatory Education

During the 2017-2018 school year, state compensatory funds will continue to be utilized for summer school. These resources will allow students to stay on grade level helping them be successful in class, on state assessments, and improve our completion rate. We will continue to use our SCE resources to fund tutorial programs that have been quite successful. Our At-Risk Counselor who is funded by SCE funds meets regularly with our at-risk students evaluating their academic performance. Also our 504 instructor who is partially funded by SCE funds is available as a valuable resource for at-risk students needing additional academic support.

Pregnancy Related Services

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

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

Pregnancy related services include:

- Documentation of parent and physician contact
- Communication with parents as to specific services provided
- School nurse having regular contact with student to record statistics (i.e. blood pressure, weight) and for counseling on health issues
- Academic counseling
- Compensatory Education Home Instruction (CEHI) during any prenatal confinement period that is documented as a medical necessity by a medical

- practitioner licensed to practice in the United States as well as during the postpartum confinement period
- One final follow up visit with the school nurse within 3 days of students return to school after delivery to complete documentation and withdraw the student from PRS

Career and Technology

For the 2017 - 2018 school year, Bellville High School will continue to concentrate on the following career clusters:

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

CAMPUS GOAL: I	Bellville High School will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA
OBJECTIVES: A	All student accountability groups, grades 9-11, will achieve levels of achievement to be determined (by TEA) on the State of Texas Assessments of Academic Readiness (STARR) and meet federal accountability requirements.
District Goals Addressed: I	

Strategy (1):	Any 9 th - 11 th graders who failed a STAAR/EOC assessment the previous year will have tutoring during the school day and after school
Responsibility:	Principal, Counselor, Faculty
Resources:	STAAR/EOC study material and practice test
Timeline:	Assigned in August 2017
Formative Evaluation	With six weeks monitoring checks (Yes No In Progress)
Summative Evaluation:	Scores on 2016 – 2017 STAAR (Yes No In Progress)

Strategy (2):	BHS will schedule benchmark exams for all subject areas assessed on the STAAR tests as appropriate, and disaggregate data for class performance improvement.
Responsibility:	Counselor, Principal, Department Chair
Resources:	Teacher made exams, Curriculum Collaborative, Eduphoria
Timeline:	Each semester
Formative Evaluation:	Core subject department heads provide teachers with needed areas of strength and weakness (Yes No In Progress)
Summative Evaluation:	Note improvements in students test scores (Yes No In Progress)

Strategy (3):	Teachers will incorporate subject matter STAAR/EOC data into weekly lessons plans
Responsibility:	Teachers/Principal
Resources:	Local funds
Timeline:	Each six weeks
Formative Evaluation:	Weekly checking of lesson plans (Yes No In Progress)
Summative Evaluation:	End of year check of lesson plans (Yes No In Progress)

Strategy (4):	Students identified as “At-Risk” or “Economically Disadvantaged” will receive supplemental instructional techniques & supplemental counseling opportunities
Responsibility:	Principal
Resources:	Teachers, Grade Level Dept. Chair, State Compensatory Funds
Timeline:	Each six weeks
Formative Evaluation:	Supplemental instruction provided for “At Risk” and “Economically Disadvantaged” students (Yes No in progress)
Summative Evaluation:	State assessment results meet state/federal standard (Yes No in progress)

Strategy (5):	Increase the number of students graduating with an Endorsement and a Distinguished Level of Achievement
Responsibility:	Counselor
Resources:	Principal
Timeline:	May 2018
Formative Evaluation:	Programs are planned and in place to increase the number of students graduating with an Endorsement and a Distinguished Level of Achievement (Yes No In Progress)
Summative Evaluation:	The number of students graduating with an Endorsement and a Distinguished Level of Achievement has increased from the previous year (Yes No In Progress)

Strategy (6):	Increase Masters Grade Level performances on the STAAR test for all subjects
Responsibility:	Teachers
Resources:	Principal, TEKS Resource System
Timeline:	Each six weeks
Formative Evaluation:	Methods for increasing high levels of achievement identified (Yes No In Progress)
Summative Evaluation:	State Assessments results meet state Masters Grade Level performance standards. (Yes No In Progress)

Strategy (7):	Students identified as “Homeless” will receive supplemental supplies and/or supplemental tutoring
Responsibility:	Teachers
Resources:	Principal, TEKS Resource System
Timeline:	Each six weeks
Formative Evaluation:	Student Residency Questionnaires and campus follow up interviews completed (Yes No In Progress)
Summative Evaluation:	Homeless students’ state assessment results meet state and federal standards (Yes No In Progress)

CAMPUS GOAL:	I	Bellville High School will meet State Accountability Goals as defined by TEA and Federal Accountability Goals as defined by ESSA
OBJECTIVES:	B	Students will be provided an instructional classroom that utilizes technology for the purposes of teaching and learning
District Goals Addressed:	I	

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

Strategy (2):	Use the TEKS Resource System as the high school's primary resource for scope and sequence
Responsibility:	Principal
Resources:	Director of Technology, principals, teachers
Timeline:	Each six weeks
Formative Evaluation:	Training provided for new and returning teachers (Yes No In Progress)
Summative Evaluation:	Ongoing feedback provided from teachers (Yes No In Progress)

Strategy (3):	Continue to expand technology availability (where possible) to enhance student learning.
Responsibility:	Teachers
Resources:	Director of Technology, Technology Committee, Principal
Timeline:	Each six weeks
Formative Evaluation:	Technology needs are identified by Technology Committee (Yes No In Progress)
Summative Evaluation:	State assessment results meet state/federal standards (Yes No In Progress)

CAMPUS GOAL:	I	Bellville High School will meet Accountability Goals as defined by TEA and Federal Accountability as defined by ESSA
OBJECTIVES:	C	All students will explore and develop career pathways and post secondary opportunities
District Goals Addressed:	I	

Strategy (1):	Provide four-year planning for all students to graduate with career and college information
Responsibility:	Counselor, CTE Coordinator, Teachers
Resources:	Local, Perkins, and Tech Prep funds
Timeline:	Spring 2018
Formative Evaluation:	4-year plans will be available for students to update as needed (Yes No In Progress)
Summative Evaluation:	Student will review 4-year plans as needed during individual conferences (Yes No In Progress)

Strategy (2):	Provide opportunities for all students to participate in CTE student leadership organization
Responsibility:	CTE Coordinator and CTE Teachers
Resources:	Local (CTE) Funds, Perkins Funds
Timeline:	Fall 2017 – Spring 2018
Formative Evaluation:	Number of student members in past years compared with 2017 (Yes No In Progress)
Summative Evaluation:	Document student membership organizations for each year (Yes No In Progress)

Strategy (3):	Students in grades 9 - 12 will investigate and prepare for post-secondary career opportunities
Responsibility:	Counselors, CTE Coordinator
Resources:	Principal, Austin County College and Career Fair, College Night recruiters
Timeline:	Each semester
Formative Evaluation:	Schedule the various CTE activities for high school students (Yes No In Progress)
Summative Evaluation:	High school students participate in scheduled activities related to post secondary opportunities (Yes No In Progress)

CAMPUS GOAL:	II	Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs
OBJECTIVES:	A	Strategies will be implemented for all students who are identified as having a disability as defined by Special Education to provide an instructional classroom environment that meets their individual needs
District Goals Addressed:	II	

Strategy (1):	Campus committee will meet to develop intervention strategy options for students having academic difficulty
Responsibility:	Principal, Teacher Faculty, Counselor
Timeline:	Ongoing
Formative Evaluation:	Monitor number of student referred each six weeks (Yes No In Progress)
Summative Evaluation:	Test results of those students (Yes No In Progress)

Strategy (2):	Continue inclusion to meet the needs of the student's individualized education plans
Responsibility:	Principal, Teaching Faculty, Counselor
Resources:	Student grades, Teacher/Counselor recommendation, Director of Special Education
Timeline:	Each six weeks
Formative Evaluation:	Monitor student's special education needs each six weeks (Yes No In Progress)
Summative Evaluation:	Test results of those students (Yes No In Progress)

Strategy (3):	Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement plans are developed and used.
Responsibility:	Counselor, Department Head, and Special Ed Staff
Resources:	Principal, Director of Special Education, Region VI
Timeline:	Each six weeks
Formative Evaluation:	Documentation of use of strategies and techniques prior to discipline placement is completed (Yes No In Progress)
Summative Evaluation:	Behavior plans are developed and used (Yes No In Progress)

Strategy (4):	Continue to decrease the over-representation of African American students identified in Special Education
Responsibility:	Principal, Special Education Teachers,
Resources:	Director of Special Education, Diagnosticians, Region VI, TEA
Timeline:	Six weeks checks
Formative Evaluation:	Methods to decrease the over-representation are identified (Yes No In Progress)
Summative Evaluation:	The percentage of African American Students in Special Education has decreased as compared to previous years (Yes No In Progress)

CAMPUS GOAL:	II	Bellville High School will provide an environment where all students will be successful by participating in programs that meet their individual needs
OBJECTIVES:	B	Strategies will be implemented for all students who are identified as English Language Learners, GT, or Special Needs to provide an instructional environment that meets their individual needs
District Goals Addressed:	II	

Strategy (1):	Assist teachers and new hires (within first year) to acquire ESL certification
Responsibility:	Principal
Resources:	Region VI ESL mini-academies, ESL Teacher
Timeline:	May 2018
Formative Evaluation:	Teachers are notified and scheduled to attend ESL mini-academies and register for appropriate TExES tests. (Yes No In Progress)
Summative Evaluation:	All new hires and identified existing teachers are ESL certified (Yes No In Progress)

Strategy (2):	Train ESL teachers to help equip them to meet the needs of ELL students
Responsibility:	Principal, ESL Teacher
Resources:	Executive of Special Programs; Region VI, TEA
Timeline:	Each six weeks
Formative Evaluation:	Workshops and other training opportunities are identified and communicated to ESL Teachers (Yes No In Progress)
Summative Evaluation:	ELL students' TELPAS and student assessment results meet state/federal standards (Yes No In Progress)

Strategy (3):	Determine individual methods that can be used to identify more African American and Hispanic students who have GT characteristics
Responsibility:	Principal, Counselors, GT Teacher
Resources:	Executive Director of Special Programs, TEA
Timeline:	May 2018
Formative Evaluation:	Research assessment and identification methods that are non-biased (Yes No In Progress)
Summative Evaluation:	Additional GT opportunities received for minorities (Yes No In Progress)

Strategy (4):	Provide each teacher new to the campus an orientation to the district's GT identification processes and the district's services for GT students.
Responsibility:	Principal, GT Teachers
Resources:	BISD GT Handbook, BISD Board Policy
Timeline:	August 2017
Formative Evaluation:	Orientation is developed (Yes No In Progress)
Summative Evaluation:	New teachers are provided orientation at the New Staff In-Service (Yes No In Progress)

Strategy (5):	Continue to train additional teachers in GT characteristics
Responsibility:	Principal, GT Teachers
Resources:	Online GT Training Program, Region VI, TEA
Timeline:	May 2018
Formative Evaluation:	Teachers are identified and prioritized that are in need of training in GT Characteristics (Yes No In Progress)
Summative Evaluation:	Teachers that were identified as in need of training in GT characteristics have successfully completed GT training (Yes No In Progress)

CAMPUS GOAL:	III	Bellville High School will encourage opportunities for parental and community involvement
OBJECTIVES:	A	Bellville High School will maintain the positive relationships developed with the local business community and other community groups
District Goals Addressed:	III	

Strategy (1):	Continue the development of a comprehensive listing of business and community partners that support BHS students through employment and other educational relationships
Responsibility:	Counselors, Teachers, CTE coordinator
Resources:	Local, State, and Federal CTE funds
Timeline:	Each Semester
Formative Evaluation:	Business Partners are identified (Yes No In Progress)
Summative Evaluation:	Database of local businesses and community education partners is continually updated (Yes No In Progress)

Strategy (2):	Continue the development of a CTE student database that identifies employment partnerships
Responsibility:	CTE Coordinator, counselors
Resources:	CTE Work/Study participants, employers
Timeline:	Each Semester
Formative Evaluation:	Identify students and place of employment (Yes No In Progress)
Summative Evaluation:	Database developed and current (Yes No In Progress)

Strategy (3):	Recognize and develop partnerships with business and community groups to support our students
Responsibility:	CTE Coordinator, Counselors, CTE Teachers
Resources:	Principal, Local news media, emails, letters
Timeline:	Each Semester
Formative Evaluation:	Determine recognition and outreach strategies (Yes No In Progress)
Summative Evaluation:	Business and community partners are recognized for their involvement with our students (Yes No In Progress)

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

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

District Goals Addressed: III

Strategy (1): Register parent attendance at school functions

Responsibility: Principal, Teachers

Resources: Campus Activities

Timeline: Each Semester

Formative Evaluation: Determine parent sign-in opportunities (Yes No In Progress)

Summative Evaluation: Keep sign-in rosters at the campus (Yes No In Progress)

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

Responsibility: Campus Secretary, Activity/Group Sponsor, Principal

Resources: Campus Technology Specialist

Timeline: Every month

Formative Evaluation: Pages updated and the number of hits on the campus site (Yes No In Progress)

Summative Evaluation: Parent Survey (Yes No In Progress)

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

Responsibility: Technology Director, Assistant Principal

Resources: Local Funds

Timeline: All school year

Formative Evaluation: Daily (Yes No In Progress)

Summative Evaluation: Year End PEIMS Report (Yes No In Progress)

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

Responsibility: Principal, Counselors

Resources: Teachers, Community based mentoring program coordinator

Timeline: Each Semester

Formative Evaluation: Identify students that need a mentor (Yes No In Progress)

Summative Evaluation: Students are matched with a mentor and attend mentoring sessions (Yes No In Progress)

Strategy (5):	Provide mentoring opportunities through the Instructional Practices in Education and Training program
Responsibility:	HS CTE Teachers
Resources:	Principal
Timeline:	Each Semester
Formative Evaluation:	Determine class assignments for students (Yes No In Progress)
Summative Evaluation:	Elementary students mentored by HS students (Yes No In Progress)

CAMPUS GOAL:	III	Bellville High School will encourage opportunities for parental and community involvement
OBJECTIVES:	C	Provide awareness of higher education opportunities for all students
District Goals Addressed:	III	

Strategy (1):	Inform parents and students of opportunities that are available through programs related to higher education
Responsibility:	Counselors, Principal,
Resources:	Website, College Admissions for Parent Presentations
Timeline:	Each semester
Formative Evaluation:	Determine plan to communicate Information to parents/students (Yes No In Progress)
Summative Evaluation:	Disseminate information as planned (Yes No In Progress)

Strategy (2):	Encourage college and higher education awareness through College & Career Fair Activities
Responsibility:	Counselors, Asst. Principal, Principal
Resources:	Announcements, teachers,
Timeline:	September 2017
Formative Evaluation:	Schedule College & Career Day (Yes No In Progress)
Summative Evaluation:	Did school participate in College Day Activities (Yes No In Progress)

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

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

District Goals Addressed: IV

Strategy (1): Teachers and staff will attend professional development workshops to maintain highly qualified status

Responsibility: Principal, Teachers, Staff

Resources: Central Admin Office Staff, Region VI

Timeline: Each Semester

Formative Evaluation: Attending Staff Development (Yes No In Progress)

Summative Evaluation: Course Certificate (Yes No In Progress)

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

Responsibility: Principal, Region VI

Resources: Local Funds

Timeline: Annually

Formative Evaluation: Number of teachers gaining highly qualified status (Yes No In Progress)

Summative Evaluation: Success in teachers gaining highly qualified status (Yes No In Progress)

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

Responsibility: Principal, Asst. Principals

Resources: University job fairs, ESC VI

Timeline: Each Semester

Formative Evaluation: Select opportunities to attend job fairs (Yes No In Progress)

Summative Evaluation: Attend job fairs to attract certified teachers (Yes No In Progress)

CAMPUS GOAL:	IV	Bellville High School will recruit and hire appropriately certified teachers as required by TEA
OBJECTIVE:	B	All teachers and support personnel will participate in professional development based on campus needs
District Goals Addressed:	IV	

Strategy (1):	Continue to make teachers aware of the TEA recertification requirement every five years
Responsibility:	Teachers
Resources:	Principal
Timeline:	Each Semester
Formative Evaluation:	Inform teachers of SBEC requirements for recertification (Yes No In Progress)
Summative Evaluation:	Teachers maintain their own personal documentation file for recertification puposes and apply for recertification as necessary (Yes No In Progress)

CAMPUS GOAL:	IV	Bellville High School will recruit and hire highly qualified teachers as required by NCLB and appropriately certified teachers as required by TEA
OBJECTIVE:	C	BHS will employ a highly diverse instructional faculty and staff that are reflective of the student population
District Goals Addressed:	IV	

Strategy (1):	Continue to ensure that all recruitment and application processes are in compliance with the Federal Equal Employment Opportunity Laws.
Responsibility:	Principal
Resources:	TEA, Region IV, US Equal Employment Opportunity Commission
Timeline:	June 2018
Formative Evaluation:	All recruitment and application processes are reviewed for compliance (Yes No In Progress)
Summative Evaluation:	All recruitment and application processes continue to not discriminate according to applicable federal laws (Yes No In Progress)

Strategy (2):	Aggressively search for minority staff by contacting colleges and universities historically serving minorities
Responsibility:	Principal
Resources:	Region VI, local colleges and universities
Timeline:	June 2018
Formative Evaluation:	Colleges and universities are contacted (Yes No In Progress)
Summative Evaluation:	Demographics of instructional staff are more reflective of overall student enrollment (Yes No In Progress)

CAMUS GOAL:	V	Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members
OBJECTIVES:	A	Provide a positive school culture and climate
District Goals Addressed:	V	

Strategy (1):	Keep the security cameras in working order to cover all areas of the building and parking lot
Responsibility:	Principal, Asst. Principals, Director of Technology
Resources:	Federal and Local Funds
Timeline:	August 2017 – May 2018
Formative Evaluation:	Maintenance reports on cameras (Yes No In Progress)
Summative Evaluation:	Cameras in working order (Yes No In Progress)

Strategy (2):	Continue emphasis on character development through “Character Counts” program
Responsibility:	Principal
Resources:	Teachers, counselors, Project Wisdom program
Timeline:	August 2017 – May 2018
Formative Evaluation:	Character attributes promoted throughout the year (Yes No In Progress)
Summative Evaluation:	Character Counts identified attributes are emphasized with all students (Yes No In Progress)

Strategy (3):	Improve communication at all levels and areas
Responsibility:	Principal
Resources:	District website, email, campus faculty meetings
Timeline:	Daily/Monthly
Formative Evaluation:	Website, email communications and faculty meetings are monitored (Yes No In Progress)
Summative Evaluation:	Monitoring verifies completion of communications in all areas (Yes No In Progress)

Strategy (4):	Improve and expand drug awareness programs such as Red Ribbon Week activities
Responsibility:	Principal, Counselors, Teachers
Resources:	Region VI
Timeline:	Each Semester
Formative Evaluation:	Drug awareness programs are reviewed and expansion and improvements are planned (Yes No In Progress)
Summative Evaluation:	Drug awareness programs take place on each campus (Yes No In Progress)

CAMPUS GOALS: V	Bellville High School will provide a safe, drug free, positive learning and teaching environment for students and staff members
OBJECTIVES: B	The campus will achieve a 0% incidence rate for illegal weapons and other violent occurrences
District Goals Addressed: V	

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

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

Strategy (3):	Train teachers in anti-bullying techniques and to handle students engaged in bullying situations
Responsibility:	Asst. Principal, Faculty, Counselors
Resources:	ESC VI
Timeline:	August 2017 – May 2018
Formative Evaluation:	Number of discipline referrals (Yes No In Progress)
Summative Evaluation:	Discipline referrals (Yes No In Progress)

Strategy (4):	Address issues related to education about and prevention of dating violence as required by HB121
Responsibility:	Principal, Counselor
Resources:	Safe Dates Curriculum, ESC Region VI, Department of Family and Protective Services
Timeline:	Each semester
Formative Evaluation:	Number of Issues Addressed (Yes No In Progress)
Summative Evaluation:	Fewer incidences of dating violence reported at the end of the year (Yes No In Progress)

Strategy (5):	Increase teacher, student and parent awareness of issues regarding sexual abuse of children as required by HB1041
Responsibility:	Principal, Counselor
Resources:	ESC Region VI Specialists, Department of Family and Protective Services
Timeline:	Each semester
Formative Evaluation:	Number of Issues Addressed (Yes No In Progress)
Summative Evaluation:	Fewer incidences of sexual abuse reported at the end of the year (Yes No In Progress)

Strategy (6)	Utilize contracted trained canines to search the campus on an unannounced schedule
Responsibility:	Principal, Counselor
Resources:	Contracted canine resources
Timeline:	Each six weeks
Formative Evaluation:	Execute contract for trained canine services (Yes No In Progress)
Summative Evaluation:	Campus searches are conducted throughout the school year (Yes No In Progress)

CAMPUS GOALS:	VI	All Bellville High School students will graduate from high school
OBJECTIVES:	A	The dropout rate for the high school will be less than 2%
District Goals Addressed:	VI	

Strategy (1):	Assign high school students to the Spicer Alternative Center who are at risk of not graduating on time with their cohort group
Responsibility:	Principal, Counselors
Resources:	Spicer AEC Coordinator, Edgenuity, SCE funds
Timeline:	Every Six weeks
Formative Evaluation:	At risk students identified as potential drop-outs (Yes No In Progress)
Summative Evaluation:	Evaluate the graduation success rate of those students who participate in the Spicer AEC program (Yes No In Progress)

Strategy (2):	Increase follow up activities when students return to home campus in order to deter return to DAEP
Responsibility:	Principal, Asst. Principal, Counselor
Resources:	Spicer Assignment Information Form
Timeline:	Each six weeks
Formative Evaluation:	Follow up activities are noted on the Spicer Assignment Information form at the Spicer Exit Interview (Yes No In Progress)
Summative Evaluation:	Activities are documented as complete on the Spicer Information form (Yes No In Progress)

Strategy (3):	Provide pregnancy related services
Responsibility:	Principal, Counselor, Attendance Clerk, School Nurse
Resources:	Local Funds
Timeline:	Monthly Attendance Report
Formative Evaluation:	Nurse documentation (Yes No In Progress)
Summative Evaluation:	Homebound Teacher (Yes No In Progress)

Strategy (4):	Offer credit recovery during the school year and in summer school for those who fail a class
Responsibility:	Principal, Counselor
Resources:	State comp.
Timeline:	Aug 2017 – May 2018
Formative Evaluation:	Monitor student grades and teacher report (Yes No In Progress)
Summative Evaluation:	Homebound Teacher (Yes No In Progress)

CAMPUS GOALS:	VI	All Bellville High School students will graduate from high school
OBJECTIVES:	B	Attendance of students will be at 96% or higher
District Goals Addressed:	VI	

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

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

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

Strategy (4):	Acknowledge students with perfect attendance each year	
Responsibility:	Attendance Clerk, Principal	
Resources:	Local Funds	
Timeline:	May 2018	
Formative Evaluation:	Weekly Attendance Reports	(Yes No In Progress)
Summative Evaluation:	Semester Attendance Reports	(Yes No In Progress)

CAMPUS GOAL:	VII	Bellville High School will promote participation in extra-curricular academic competitions
OBJECTIVE:	A	Recruit and increase student participation in extra-curricular UIL academic competitions
District Goals Addressed:	VII	

Strategy (1):	Time will be included in the school day for academic coaches to meet with participants	
Responsibility:	Principal, Academic Coaches	
Resources:	Campus UIL Coordinator	
Timeline:	Each Semester	
Formative Evaluation:	Schedule devised to allow academic coaches time to meet with their students	(Yes No In Progress)
Summative Evaluation:	Time provided to meet	(Yes No In Progress)

Strategy (2):	Faculty will assist in recommending and recruiting prospective student participants	
Responsibility:	Faculty	
Resources:	Principal, UIL Academic Coordinator	
Timeline:	Fall 2017	
Formative Evaluation:	Increase in number of student participants	(Yes No In Progress)
Summative Evaluation:	Number of student participants	(Yes No In Progress)

Strategy (3):	UIL Coordinator will research and find competitive meets so students will gain experience and confidence	
Responsibility:	UIL Coordinator	
Resources:	District	
Timeline:	Annually	
Formative Evaluation:	Number of Meets	(Yes No In Progress)
Summative Evaluation:	Student Success in Competition	(Yes No In Progress)

Strategy (4):	Provide all necessary materials and equipment to accommodate the various requirements of the UIL academic process	
Responsibility:	Principal, UIL Coordinator	
Resources:	Campus Academic Coaches	
Timeline:	August 2017 – May 2018	
Formative Evaluation:	Materials & equipment need for UIL Academic Meets	(Yes No In Progress)
Summative Evaluation:	Necessary materials & equipment for UIL Academic Meets purchased	(Yes No In Progress)