

BELLS INDEPENDENT SCHOOL DISTRICT



DISTRICT IMPROVEMENT PLAN 2008-2009

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Approved by Board of Trustees: August 11, 2008

Board President

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District Improvement Committee Members Bells Independent School District

ELEMENTARY SCHOOL REPRESENTATIVES

Michelle Bennie	2006-2007 and 2007-2008
Vicki French	2006-2007 and 2007-2008
Debbie Westbrook	2006-2007 and 2007-2008
Vicki Kight	2007-2008
Carla Norris	2007-2008

JUNIOR HIGH REPRESENTATIVES

Karri Branam	2006-2007 and 2007-2008
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HIGH SCHOOL REPRESENTATIVES

Morris Mortensen	2006-2007 and 2007-2008
Shirley Jones	2006-2007 and 2007-2008
Randy Taylor	2006-2007 and 2007-2008
Jason Smith	2007-2008

BUSINESS/COMMUNITY/PARENT REPRESENTATIVES

Jill Berg	Parent
Tim Brown	Parent
Kay Martin	Parent
Cheryl Reynolds	Business
Jeannie Russell	Parent
Cynthia Young	Community

ADMINISTRATION REPRESENTATIVES

Tricia Meek	Director of Curriculum and Special Programs
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VISION STATEMENT

Bells ISD will provide all students with an exemplary education that leads to academic excellence, lifelong learning, and responsible citizenship.

MISSION STATEMENT

Bells ISD will provide learning experiences every day that are engaging and purposeful for all students.

DISTRICT GOALS

1. Bells ISD will promote academic excellence through a balanced and rigorous curriculum for all students.
2. Bells ISD will communicate with all stakeholders on a regular basis.
3. Bells ISD will commit resources to attract and retain highly qualified employees for all positions in the district.
4. Bells ISD will support a positive and safe working environment for all Bells ISD employees and students.
5. Bells ISD will develop and continue drop out prevention efforts so that all students will earn their high school diploma.

Comprehensive Needs Assessment Prioritized Strengths and Areas of Concern

CURRENT ACCOUNTABILITY RATINGS:		Bells ISD - Acceptable		
Bells Elementary – Recognized	A.R. Pritchard Junior High – Recognized	Bells High School – Recognized		
NEEDS ASSESSMENT: State Testing Data	TAKS 2008:	BES	PJH	BHS
	Reading/ELA	97%	97%	94%
	Writing	91%	95%	
	Math	94%	93%	83%
	Science	85%	70%	75%
	Social Studies		91%	95%
Annual Passing Rate	Kindergarten –	97%	Seventh Grade –	92%
	First Grade –	98%	Eighth Grade -	89%
	Second Grade –	97%	Ninth Grade -	86%
	Third Grade –	100%	Tenth Grade –	86%
	Fourth Grade –	96%	Eleventh Grade –	93%
	Fifth Grade –	98%	Twelfth Grade –	100%
	Sixth Grade –	100%		
DATA REVIEWED				
<ul style="list-style-type: none"> ◆ Results of teacher, community, and parent Needs Assessment Surveys ◆ Disaggregation of longitudinal AEIS data. ◆ Disaggregation of current-year state assessment data ◆ Prior year budgets/entitlements and expenditures in relation to current year funding priorities. ◆ Staff development needs surveys ◆ District-led administrative meetings ◆ Results of State and Federal planning requirements ◆ Teacher retention rates ◆ Student retention rates 				

STRENGTHS	DATA SOURCE
Exemplary standards (90%) of “all students” on state assessment in the following areas: 3,5,6,8 9 & 11 in Reading and ELA; 7 in Writing; 11 th Science, 8· 10,11 Social Studies, 11 Science	State Assessment Reports
Tutorials and mentor program (activity period)	Student performance records Tutoring logs
Performance of economically disadvantaged students on state assessment instruments.	State Assessment Reports
Continue support of teachers through specialized training in TEKS and TAKS; curriculum alignment, as well as other research-based initiatives ensuring that the needs of all students are met.	Professional Development records
AREAS OF CONCERN	DATA SOURCE
4 th Writing, 10th Math; 8 and 10 Science	2008 State Assessment Reports
At-risk student performance on the TAKS test in most grade levels.	2008 State Assessment Reports
Continue to increase student performance on SAT and ACT tests.	2007 AEIS Report Data
Increase more intensive learning opportunities for identified at-risk students via increased one-on-one instruction, tutorials, and classes such as writing and math labs.	Report Cards, State Accountability Data
Increase data-gathering measures to explore student success after graduating from Bells I.S.D.	AEIS Data

ACADEMICS

GOAL # 1: Bells ISD will promote academic excellence through a balanced and rigorous curriculum for all students.

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

✓= Complete	OBJECTIVES/STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
	Meet all PBMAS compliance indicators in 2008 by conforming to federal and state requirements for all academic and special programs, including those under the No Child Left Behind Act.	Superintendent, Principals, Program Director	Local Funds	2008 PBMAS Report	August - May
	Improve the academic performance of all students as indicated by a 90% passing rate and 75% commended level on all TAKS tests.	Teachers, Principals	Accelerated Ed funds, Title I funds, ARI/AMI funds	2008 State Assessment Reports	August - April
	Exceed the NCLB Adequate Yearly Progress improvement targets. (60% Reading/ELA and 50% Math).	Teachers, Principals	Accelerated Ed funds, Title I funds, ARI/AMI funds	2008 State Assessment Reports, AYP report	August - May
	Decrease the referrals of special education students through response to intervention strategies.	Teachers, Principals	IDEA funds, Accelerated Ed funds, Title I funds, ARI/AMI funds	Referral documentation, 2008 PBMAS report	August - May
	Provide resources that will enable 100% of all high school students access to SAT and ACT prep materials through Bells High School.	High School Principal and Counselor	Local Funding	Prep Course Flyers and Documentation 2008-2009 AEIS Report	August - May
	Conduct comprehensive needs assessment related to accountability data, all school programs, all student populations, and NCLB.	Superintendent, principals, program directors	Time	Tabulated Needs Assessment Instrument	Aug
	Conduct accountability data	Principals,	Personnel and Time	Agenda and or minutes of	September-February

	review sessions within content/department and/or grade level meetings.	Teachers, Curriculum Director		department and/or grade level meetings.	
	Use AEIS It to disaggregate accountability data to identify students and student groups with special needs in reading, writing, math, science and/or social studies.	Principals, Program Directors, Teachers	Personnel, 6399-\$2000.00, and Title I funds	Campus lists of identified students, student groups, content areas, and grade levels, TAKS data	Dec., June
	Continue using the CSCOPE Curriculum in all core classes at all three campuses.	Teachers, Principals, Curriculum Director	Local Funds	Lesson Plans, TAKS Data	August - June
	Provide 5 E instructional strategies in all classrooms.	Teachers, Principals	Time	Lesson Plans, Walk-through data	August - June
	Maintain 22:1 class size ratio (or less) as necessary to ensure high student performance.	School board, superintendent, principals	Personnel	TAKS data, six weeks reports, PEIMS data	Each six weeks, August
	Provide Learning Labs for use by any student.	Superintendent, principals	SCE funds-Learning Lab aide salaries	Learning Lab usage logs, TAKS data	Each six weeks, June
	Reduce the identification of special ed. students in the total district population to 14%.	Principals	IDEA funds	PBMAS report	August - May
	Engage in efforts to mainstream students into the regular classroom environment as determined by the PBMAS Corrective Action Plan for Special Education.	Superintendent, Diagnostician, Principals	Time, Professional Development, IDEA funding, Title II Part A funds	PEIMS data, PBMAS report, AEIS report	August - May
	Implement RTI (response to intervention) strategies: pre-referral process, transition program design and program continuity for special education students.	Superintendent, Principals, Diagnostician	Personnel and Time	Program review, TAKS data	June, August
	Provide opportunities for students to take a two hour math course (1	High School and Junior High	Personnel and Time	TAKS data, Report Card data	August - June

	hour lab) at PJH and BHS.	Principals			
	Provide individualized and small group tutoring during the school day at secondary campuses.	Principals	Personnel and Time	TAKS data, Report Card data	August - June
	Purchase Study Island TAKS tutorial at PJH and BHS.	Principals	Local Accelerated Ed funds	TAKS data	June 2009
	Provide appropriate curriculum for gifted and talented students as outlined in the district's <i>Gifted Program Guide</i> .	Principals, Curriculum Director, Faculty	Personnel and Time, G/T funds	District policy documents, program reviews	August
	Purchase Reading Counts for Pritchard Junior High and Bells High School. Expand purchase to Enterprise Edition at all three campuses.	Principals, Curriculum Director	Local Funding, \$12,000.	Reading Counts reports, Library usage reports	August - June
	Provide dyslexia treatment and services for students with other identified needs, such as 504 students.	Principals, faculty, Special Education Diagnostician	Personnel and Time; Tutoring pay	TAKS data, teacher observations	Each six weeks, May
	Provide vocational preparatory experiences for students in CTE Programs.	Principals, faculty	Career and Technology allotment	Teachers' lesson plans, course offerings	Each six weeks, June
	Provide students in Ag and Business classes the opportunity to receive industry related workforce credentials that evidence competent levels of skill. *08-09 - Business CTE teachers receive training for this.	Principal	Carl Perkins funding	Certificate from NCCER credentialing	July 2008
	Increase the percentage of CTE students receiving articulated credit to 25%.	Principal, Counselor	CTE allotment	Tech prep and data from Grayson County college	June 2008
	Provide students and parents with guidance and counseling over the different career pathways offered at Bells High School.	JH and HS Principals, Counselor	Time	Career Pathway Plans, BHS Guidance Manual	June 2008
	Administer oral language	Counselors, ESL	Personnel and Time;	LPAC documents, OLPT	Whenever ESL

	proficiency tests as necessary (as indicated by Home Language Survey).	teachers	ESL funds - \$500.00	results, program reviews, RPTE results	student moves into district
	Articulate individualized program for each ESL Student.	Principals, Counselors, ESL Teachers, LPAC Committee	Personnel and Time; LPAC Committee meetings	Individual student plans, LPAC documents, program reviews	Whenever an ESL student is identified
	Provide appropriate summer program(s) for ESL and Migrant students, as needed.	Principals, ESL Teachers, other certified staff	Personnel and Time; ESL and Migrant funds - \$100	Individual student plans, LPAC documents, summer school assessments, program reviews	August or when applicable
	At least 45% of BISD graduates will take a college entrance exam.	HS Principal	Parents, Local Funds, Activity Funds	Test Results, Annual Report	August - May
	Continue providing opportunities for Dual Enrollment Courses at Bells High School.	HS Principal	Local Funds	Master Schedule	August - May
	Implement and support Pre-AP and AP programs in language arts, mathematics, and science.	School board, Superintendent, Principals, Curriculum Director	6399 funds, Title II funds	PEIMS class rosters, program reviews, student progress reports	June, each six weeks
	Integrate technology into curriculum and instruction by increasing access for teachers to technology equipment (i.e. document cameras, LCD projectors, software programs).	Principals, Technology Director	District Technology Funds-approximately \$80,000; Title II, Part D-\$828.00	Comprehensive Needs Assessment	August - June
	Use \$50,000 grant money to purchase 2 mobile computer labs, one for PJH and one for BHS.	Superintendent, Technology Director	\$50,000 grant	General Ledger	August 2008
	Provide wireless internet access at secondary campuses.	Superintendent, Technology Director	Local technology funds	General Ledger	June 2009

COMMUNICATION AND PARENT/COMMUNITY INVOLVEMENT

GOAL # 2:

Bells ISD will communicate with all stakeholders on a regular basis.

√= Complete	OBJECTIVES/ STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
	Provide computers to improve communication among and between faculty, staff, and administration.	Principals, Technology Director	Local technology funds- approximately \$80,000	Email usage record	August - May
	Publish a monthly intra-district newsletter to faculty and staff.	Superintendent	Time	Archived copies of newsletter	August - September
	Update and maintain the district and campus web-pages.	Technology Department	Time and Local Funds	Visitor Counts to District Website	Monthly
	Publish <i>Panther Tracks</i> at least four times per school year.	Curriculum director	Personnel and Time	<i>Panther Tracks</i> archives	August - May
	Host parent involvement activities at each campus to promote parental involvement.	Principals	Time, Title I funds, Local funds	Title I assessment, Safe-Schools survey, Parent Survey	August - May
	Provide facilities for community-wide activities within Board policy guidelines.	Superintendent	Clean facilities	District Calendar of Events, Facility Usage Log	August - May
	Provide staff development and resources for each teacher to create and maintain a web page.	Teachers, campus principal, technology coordinator	Personnel, Time, Appropriate Technology, Title II, Part D Funds	Publicity archives	Created by September 30, 2005; updated within each six weeks
	Issue press releases and other information for publication in a timely manner.	Superintendent, principals, other district personnel	Personnel and Time; 6399 funds	Publicity archives	Within each six weeks
	Provide Flashnet services for notification to parents, all employees, and news stations regarding emergency situations and weather reports.	Superintendent, Web Site Coordinator	Time, Local funds	Documentation of Transportation Director, Feedback from constituents	August - June
	Use letters, <i>Panther Tracks</i> , local newspaper, staff meetings, faculty meetings, campus marquees, and student	Superintendent, Principals, Program Directors, Faculty	Time	<i>Panther Tracks</i> archives, communications archives, campus	Within each six weeks

	events to recognize achievements publicly.			newsletter archives, publicity archives	
	Publish Friday newsletters at all grade levels on the elementary campus.	Elementary Principal	Time	Newsletter archives	August - June
	Publish approved school board meeting minutes on the website and in the newspaper monthly.	Superintendent	Time	Newspaper archives	Monthly
	Provide opportunities and resources for vertical as well as horizontal planning.	Superintendents, Principals	Personnel and Time	<i>Panther Tracks</i> , meetings, written communications	June
	Inform students, parents, counselors, and teachers in junior high and high school about higher education admissions and available financial aid.	Superintendent, Principals	Personnel and Time	<i>Panther Tracks</i> , meetings, written communications	Biannually
	Inform students, parents, counselors, and teachers in junior high and high school of curriculum choices, including AP and Pre AP courses, which will bolster student success beyond high school and will lead to graduation under the Recommended High School Program and the Distinguished Achievement Program.	Superintendent, Principals, Counselors	Personnel and Time	Enrollment counts, AEIS Data	Biannually
	Offer basic technology courses to parents, teachers, and community members.	Technology Coordinator, Character Education and Parent Involvement Committee	Computer lab, Advanced Computer Students, Teachers proficient in Technology Skills, Hardware/Software	Feedback forms to be completed at the end of courses	One fall course and one spring course
PERSONNEL AND PROFESSIONAL DEVELOPMENT					
GOAL # 3:	Bells ISD will commit resources to attract and retain highly qualified employees for all positions in the district.				

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

√= Complete	OBJECTIVES/ STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
	Ensure that all teachers and paraprofessionals meet the NCLB requirements for “highly qualified” status.	Principals	Title II funds, Local funds	Highly Qualified report	October
	Present teacher contract renewal recommendations at the March board meeting.	Superintendent, Principals	Time	Board minutes	March
	Continue to increase salary schedules for teachers. \$500 in 2008-2009	School Board, Superintendent, Principals	Time; 199 funds	Board minutes	July
	Require appropriate credentials before hiring a new employee.	School Board, Superintendent, Principals	Time	Personnel files, Certification reports	Any time hiring is done
	Continue mentor program across the district.	Superintendent, Curriculum Director	Personnel and Time, Title II funds- \$12,000.00	Mentor/mentee documentation, Staff Development records	August- May
	Provide CSCOPE training.	Curriculum Director, Principals	Time, Title II funds, Local 6400 funds- 9,600.00	Staff Development records	August - June
	Provide teachers with the opportunity for New Jersey Writing Project Training.	Curriculum Director	Title II, Part A funds- \$6,000.00	Staff Development Records	June--August
	Provide appropriate staff development for regular and special education teachers including strategies for working with at-risk, special education, economically disadvantaged, gifted, and other special populations.	Superintendent, Principals	6399 funds; Title II, Part A funds - \$6400.00	Budget, personnel records, program reviews, PDAS, comprehensive needs assessment	Monthly, June, September
	Provide appropriate staff development opportunities for auxiliary personnel that will aid productive, efficient job performance.	Superintendent, Principals, Program Directors	199 funds	Staff Development Records	Annually

PROFESSIONAL DEVELOPMENT PLAN FOR 2008-2009

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|--|-----------------------------|
| 1. Meeting the Needs of At-risk Students (Louanne Johnson, individual trainings) | 7. G/T Update Training |
| 2. CSCOPE Implementation | 8. TAKS Data Analysis |
| 3. Bullying Prevention | 9. Reading Counts Training |
| 4. Teachers Mentoring Students; Teachers Mentoring other Teachers | 10. ABYDOS Writing Training |
| 5. RTI Training, BES | 11. Technology Training |
| 6. A+ Training at PJH | 12. Dyslexia Training |

SCHOOL CLIMATE

GOAL # 4: Bells ISD will support a positive and safe working environment for all Bells ISD employees and students.

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

√= Complete	OBJECTIVES/STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
	Provide programs for drug prevention, suicide prevention, conflict resolution, and violence prevention.	Campus Counselor, Principal	Title IV funds, Local Safe-school funds	Title IV Needs Assessment	August – May
	Maintain the district <i>Crisis Management Plan</i> and educate teachers in handling crisis situations.	Superintendent, Principals	Personnel and Time	District Needs Assessment	August-October
	Inform students and parents of the Student Code of Conduct.	Superintendent, Principals	Personnel and Time	Parent signature sheet, Discipline reports	August – first week of school
	Review the Anti-Bullying and Harassment Policy with students annually.	Principals	Personnel and Time	Student signature sheet, Discipline reports	During first six weeks of school
	Provide programs for character education at each campus.	Principals	Personnel and Time; Counselor funds; Region 10 ESC Services	Counselors', principals', and teachers' records, program reviews	May
	Give administrators, teachers, students, parents, and community members the opportunity to complete the Region 10 Safe-Schools Survey annually.	Principals	Time allowed	Program evaluations	May
	Utilize email, memos, and	Principals	Time allowed	Principals' and	August – May

	conferencing to keep teachers abreast of specific, immediate school safety issues.			teachers' records	
	Provide CPI training and updates to BISD teachers annually.	Superintendent, principals	Time allowed	Personnel records	June
	Work with local police officers and other peace-keeping and emergency entities to provide open lines of communication.	Superintendent, principals	Time allowed	Superintendent's and principals' records	August – May
	Provide training to students on bus evacuation procedures.	Transportation Director, Principals	Time allowed	Training documentation	Fall 2008
DROP-OUT PREVENTION					
GOAL # 5:	Bells ISD will develop and continue drop out prevention efforts so that all students will earn their high school diploma.				
TARGET GROUPS: <input checked="" type="checkbox"/> Gifted and talented; <input checked="" type="checkbox"/> Career & Technology; <input checked="" type="checkbox"/> LEP – limited English proficient; <input checked="" type="checkbox"/> At-risk <input checked="" type="checkbox"/> Dyslexic; <input checked="" type="checkbox"/> 504; <input checked="" type="checkbox"/> SpEd – Special Education					
✓= Complete	OBJECTIVES/STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
	Update academic/career plans for secondary students annually.	Campus Counselor	Time allowed	Student Records	March and April
	Provide Personal Graduation Plans for all 7 th – 12 th grade students who are at risk of failing.	Principal and Counselor	Time, AEIS it program through Region 10 \$700.00	Student records	August – June
	Provide tutoring to struggling students during the school day at PJH and BHS.	Principal	Time allowed	Student Report Cards, TAKS data	August – June
	Purchase the A+ System to allow students the opportunity for credit recovery.	Superintendent, Principals	High School Allotment funds - \$12,000	District Budget	September 2007
	Design learning experiences that are engaging and purposeful for all students through CSCOPE implementation at all campuses in all classrooms	Principals	Time allowed	Walk-through reports, PDAS evaluations	August – May
	Purchase <i>Achieve Texas</i> career flyers for use in high school classrooms.	Curriculum Director	Carl Perkins funds	District Budget; Carl Perkins Funds	September

	Provide tutoring for all students who did not pass the TAKS test in the Spring of 2008.	Teachers, Principals	Local Accelerated Ed funds, Title I funds, ARI/AMI funds	State testing reports along with tutoring records	August – May
	Provide Homebound services to students as needed.	Principals	Local and IDEA funds	ARD paperwork.	As needed
	Register as an Out-of-School Testing Site for students not meeting the Exit level standards.	District Testing Coordinator	NA	Number of students taking test at Bells ISD site.	October, April and June
	Monitor attendance of all students on a daily basis.	Principals	Time	Attendance reports from PEIMS Coordinator	August – May
	Contract with local law enforcement to provide a District Truancy Officer to contact parents regarding attendance issues.	Superintendent, Principals	Local funds	Attendance reports from PEIMS Coordinator	August - May
	Schedule and plan <i>Education Go Get It Week</i> at all campuses.	Principals	Time, Local Funds	Log of week's activities from each campus.	Spring 2009

APPENDIX A: FUNDING SOURCES FOR BELLS ISD

FUND SOURCE	ORIGIN	PURPOSE	ENTITLEMENT	HIGH SCHOOL	JR. HIGH	ELEMENTARY
State Compensatory Ed.	State	Enhance and improve the regular ed. program to increase academic achievement and to reduce the dropout rate of identified students in at-risk situations. Supplements local funding.	\$205,805.00	\$131,537.00	\$4,200.00	\$70,068.00
Special Education	Federal and State	Address the needs of students identified with disabling conditions	\$737,147.00	\$291,728.00	\$155,554.00	\$289,865.00
Gifted and Talented	Local	Provide services for students identified as Gifted and Talented	\$0	\$200	\$19,376.00	\$20,576.00
Career and Technology (and Carl Perkins federal funds)	State and Federal	Develop more fully the academic and occupation skills of all segments of the student populations, ultimately assisting to make the US more competitive	\$164,234.00 \$5,521 (Perkins)	\$164,234.00	---	---
Title I, Part A	Federal	Enable schools to provide opportunities for children served to acquire the knowledge and skills contained in both the challenging state contend (TEKS) and performance standards that all children are expected to meet.	\$78,942	---	---	\$78,942
Title I, Part C (Migrant)	Federal	Supports the state and local programs that meet the special educational needs of the migratory children of farm workers (including migratory daily workers and fisherman as identified in the district).	\$0	\$0	---	\$0
Title II, Part A	Federal	Increase the academic achievement of all student by helping schools and school	\$28,722.00 plus roll forward of \$4,985.00	---	---	---

		districts improve teacher and principal quality and ensure that all teachers are highly qualified.				
Title II, Part D (Technology)	Federal	Support initiatives that enable school personnel and administrators to gain the capacity to integrate technology effectively into curriculum and instruction.	\$725.00	---	---	---
Title III (ESL)	Federal	Address the needs of students whose home language is one other than English	\$467.00	---	---	---
Title IV (Safe and Drug Free Schools)	Federal	Carry out a comprehensive drug and violence prevention program, designed for all students and employees through combined efforts of school, families, and communities	\$1,822.00	---	---	---
Title V	Federal	Innovative Programs	\$0	---	---	---
Accelerated Reading and Math Instruction (ARI & AMI)	State	Supports early intervention to insure that all students at risk of reading and/or math difficulties are provided immediate, targeted intervention programs.	\$7,179.00	---	---	---

APPENDIX B: Character Education Plan
Bells Independent School District

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

Mission Statement

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



Six Pillars of Character

respect

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

responsibility

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

trustworthiness

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

citizenship

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

caring

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

fairness

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

Character Education Goals

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

Goal #1: To establish an effective, measurable character education program that focuses on responsibility, respect, kindness, courage, perseverance, honesty, integrity, self-discipline, and good judgment for the students in Bells Independent School District.

Objectives and Strategies

Objective 1: The district will focus on one character trait each month.

Objective 2: Character education lessons and activities will be age appropriate.
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Objective 3: The district will identify evaluation and assessment criteria to measure the impact and success of the character education program.
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Objective 4: The administration and teachers on each campus will incorporate character traits into the environment.

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

Objective 3: The character education team will work to build partnerships with businesses in the community to provide students with opportunities for positive interactions in applying and observing behavior based on the six pillars of character.
Goal #5: To integrate character education and service learning.
Objectives and Strategies
Objective 1: School clubs and student leadership organizations will encourage students to participate in community service activities.
Objective 2: When appropriate, classes will participate in community service.
Goal #6: To recognize the work and achievements of students for their exemplary character.
Objectives and Strategies
Objective 1: Each campus will identify and reward students who demonstrate outstanding character.

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

APPENDIX C: English as a Second Language (ESL) Evaluation, 2007-2008

Bells Independent School District strives to meet the needs of second language learners through a high quality ESL program at each campus where LEP students are enrolled. During the 2007-2008 school year, Bells Elementary served four LEP students.

Student	Campus	Current Grade	Home Language
Student # 1	Bells Elementary	Kindergarten	Spanish
Student # 2	Bells Elementary	1	Spanish
Student # 3	Pritchard Junior High	7	Spanish
Student #4	Bells High School	12	Spanish

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

Teachers at all campuses used daily grades, daily reading and writing, and unit tests to assess the progress of each LEP student.

The Kindergarten and First Grade students were rated in listening, speaking, writing, and reading using the Texas English Language Proficiency Assessment System (TELPAS) instrument. The 7th grade student took TELPAS and TAKS. The 12th grade student took TELPAS. The LPAC committee reviewed student progress at the May meeting.

➤ **English Proficiency in Reading and Speaking**

All LEP students in Bells I.S.D. are becoming proficient in reading and speaking. Efforts are continually being made to train more teachers in serving limited English speakers. State assessments show that progress was made with our LEP students during the 2007-2008 school year.

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

One ESL student was exited from the program this year.

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

# of LEP students with Parent Denial	0
# of LEP students retained	0
# of LEP students in Special Education	2
# of LEP students G/T	0
# of LEP students in AP courses	0

➤ **Professional Development:**

Administrators: One administrator received training this year in serving ESL students.

Teachers: Five teachers received training this year in serving ESL students.

No teacher aides received training.

➤ **LPAC Committee Members – 2007-2008**

Tricia Meek, Title III Coordinator

Rebeckah Pritchard, Bells Elementary Principal

Don Keene, Pritchard Junior High School Principal

Ruth Ann Hurst, teacher at Bells Elementary

Kelley Beach, teacher at Bells Elementary

Chellie Harmon, ESL teacher at Pritchard Junior High

Mary Ann Lesh and Stephanie Arledge, Interpreters

Sonia Verde, Parent

Conclusion:

Each student receives ESL services daily from highly qualified teachers who work jointly with other teachers and the campus administrators to provide the optimum educational setting for the LEP students in Bells I.S.D. The vision of the district's ESL program is to provide intensive instruction in reading, writing and mathematics so that all ESL students will pass TAKS, score Advanced High on TELPAS, and ultimately be dismissed from the program. It is likely that the ESL population in Bells I.S.D. will grow, and it is the district's goal to train more administrators, teachers, and aides in working with second language learners.

APPENDIX D: District Needs Assessment, June 2008

**Bells Independent School District
Annual Comprehensive Needs Assessment**

1. Based upon disaggregated TAKS data from 2008 identify areas of strength by grade level, content area, and student group:

Bells High School

9th grade All Students Tested

Reading 95% passing rate (100% of economically disadvantaged)
Math 84% passing rate (90% economically disadvantaged)

10th Grade All Students Tested

ELA 89% passing rate (83% economically disadvantaged, 88% Career/Technology)
Math 80% economically disadvantaged
Social Studies 93% passing rate (90% economically disadvantaged, 94% Career/Tech)

11th Grade All Students Tested

ELA 94% passing rate (82% economically disadvantaged, 93% at-risk)
Math 85% passing rate (87% Career Tech)
Science 100% passing rate (economically disadvantaged, 87% Career Tech)
Social Studies 90% passing rate (82% economically disadvantaged, 94% Career Tech)

Pritchard Junior High

7th Grade

Reading 83% passing rate
Writing 92% passing rate (91% economically disadvantaged)

8th Grade

Reading 98% passing rate (100% economically disadvantaged)

Math 82% passing rate
 Social Studies 91% passing rate (90% economically disadvantaged)

Bells Elementary

TAKS

<u>Grade Level</u>	<u>Content Level</u>	<u>Percentage Passing</u>	Third Grade	Reading
	100%			
Third Grade	Mathematics	91%		
Fourth Grade	Writing	94%		
Fifth Grade	Reading	100%		
Fifth Grade	Math	100%		
Fifth Grade	Science	95%		
Sixth Grade	Reading	98%		
Sixth Grade	Mathematics	97%		
ALL STUDENTS	Reading	97%		
ALL STUDENTS	Mathematics	94%		

<u>Student Group</u>	<u>Content Level</u>	<u>Percentage Passing</u>
Econ Disadv	Reading	97%
Econ Disadv	Mathematics	94%
White Students	Reading	97%
White Students	Mathematics	94%

TAKS and TAKS Accommodated

<u>Grade Level</u>	<u>Content Level</u>	<u>Percentage Passing</u>
Third Grade	Reading	98%
Fifth Grade	Reading	92%
Sixth Grade	Reading	92%
Sixth Grade	Mathematics	92%
ALL STUDENTS	Reading	92%

<u>Student Group</u>	<u>Content Level</u>	<u>Percentage Passing</u>
White Students	Reading	92%

2. Based upon disaggregated TAKS data from 2008, please identify areas of weakness by grade level, content area, and student group:

Bells High School

10th grade

Math

73% passing rate, 93% Career/Tech

Science

58% passing rate, 40% economically disadvantaged, 61% Career Tech

11th Grade

ELA

57% Special Ed

Math

73% economically disadvantaged
29% Special Ed

Social Studies

57% special ed

Science

14% Special Ed

Pritchard Junior High

7th Grade

Reading 83% passing rate (73% economically disadvantaged)

Math 73% passing rate (45% economically disadvantaged)

8th Grade

Science 70% passing rate (67% economically disadvantaged, 39% at risk)

Bells Elementary

TAKS

<u>Grade Level</u>	<u>Content Level</u>	<u>Percentage Passing</u>
Fourth Grade	Reading	87%
Fourth Grade	Mathematics	88%

TAKS and TAKS Accommodated

<u>Grade Level</u>	<u>Content Level</u>	<u>Percentage Passing</u>
Third Grade	Mathematics	86%
Fourth Grade	Reading	83%
Fourth Grade	Mathematics	84%
Fourth Grade	Writing	85%
Fifth Grade	Mathematics	86%
Fifth Grade	Science	86%
ALL STUDENTS	Mathematics	88%

TAKS and TAKS Accommodated (continued)

<u>Student Group</u>	<u>Content Level</u>	<u>Percentage Passing</u>
Econ Disadv	Reading	83%
Econ Disadv	Mathematics	77%
White Students	Mathematics	87%

3. What was the annual passing rate by grade level for your campus?

Kindergarten	97%
First Grade	98%
Second Grade	97%
Third Grade	100%
Fourth Grade	96%

Fifth Grade	98%
Sixth Grade	100%
7 th Grade:	90%
8 th Grade:	92 %
9 th	89% passing--7 students failed at least 1 class
10 th	86% passing—9 students failed at least 1 class
11 th	86% passing—9 students failed at least 1 class
12 th	100% passing—0 seniors failed.

These passing rates include grade information compiled at the end of the regular school term. However, a number of students are attending summer school to recover credit.

4. What is the percentage of at-risk students on your campus?

Bells Elementary	12%
Pritchard Junior High	23%
Bells High School	29%

5. What is your most recent dropout rate (secondary)?

Bells Elementary	N/A
Pritchard Junior High	0%
Bells High School	1%

6. What are the mean SAT and ACT scores for last year's graduates (secondary)?

The mean ACT score for the senior class of 2008 was 20.

The mean SAT scores for the senior class were:

Verbal—493

Math—474

Composite--967

7. What percentage of students completed Pre-AP and /or AP classes last year (secondary)?

Bells High School

20% of 9th graders completed Pre-AP English I.

15% of 10th graders completed Pre-AP English II.
17% of 11th graders completed AP English III.
4% of 12th graders completed AP English IV.
10% of 12th graders completed AP Calculus.

Pritchard Junior High

PreAP English and PreAlgebra- 37%

Bells Elementary

N/A

8. What percentage of students took AP exams last year (secondary)?

Bells High School

- 45% of the 11th grade students taking AP English took the exam.
- 100% of the 12th grade students taking AP English took the exam.
- 0% of the 12th grade students taking AP Calculus took the exam.

APPENDIX E: ANTI-BULLYING AND HARASSMENT POLICY

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

DEFINITIONS:

What is Bullying?

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

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

What is Harassment?

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

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

POLICY AIMS

- ◆ To ensure that there is a clear procedure to follow which deals with incidents of bullying.
- ◆ To prevent bullying by providing opportunities for discussion by students, teachers and administrators within the educational environment.
- ◆ To ensure that all pupils have access to an adult in school to whom they may talk in confidence, in the knowledge that something will be done immediately and that the matter will be dealt with sensitively and discreetly.
- ◆ To make the unacceptable nature of bullying, and the consequences of any repetition, clear to the bully and his or her parents.
- ◆ To make clear to parents of victims and bullies the actions that are being taken, the reasons for the action and what they, as parents, can do to reinforce those actions.

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

Stage One

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

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

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

Stage Two

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

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

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

The Campus Principal will arrange to meet with the parents of the child who is seen to be bullying and with the parents of the victim of the bullying, the campus counselor and any other school personnel who have been key players in the incidences of bullying. The children themselves may be required to attend part or all of these meetings. The written report will include pertinent information about when and where the incident took place and

the writer's perspective of the occurrence. In addition, the report will include ideas for resolving the negative behavior and motivating the bully to move away from the negative behavior.

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

Stage Three

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

TO STUDENTS

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

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

TO PARENTS

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

TO ADMINISTRATORS AND TEACHERS

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

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

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

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

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

EVALUATION OF THE POLICY

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

APPENDIX F: Teacher Recruitment and Retention Plan

Goal # 1	Bells Independent School District seeks to recruit and retain highly qualified teaching professionals and paraprofessionals to educate the children of Bells ISD.				
Performance Measures	<ol style="list-style-type: none"> 1. 100% of core area teachers will be highly qualified by the end of the school year. 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 3. 100% of new hires will meet highly qualified status prior to employment. 4. 100% of teachers will receive high-quality professional development. 				
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations.				
Strategy/Activity Including Professional Development					
	Target Population	Staff Responsible	Budget/ Resources	Evaluation/ Evidence of Monitoring	Timeline
Participate in teacher job fairs and post vacancies on the online Teacher Job Network maintained by Region 10 ESC	All Staff Members	Curriculum Director/ Campus Principals	Local Funds Title II, Part A	*Positions posted *Applications turned in to Supt. Office *Applications taken & contacts made at job fair	Jul. 15, 2008 Dec. 1, 2008 April 2009
Have on hand a district brochure describing the Bells community and the school district.	All Staff and Community	Superintendent	Local Funds Title II, Part A	*Number of brochures printed and distributed	Sept. 1, 2008 June 1, 2009
Work with local colleges to provide observation hours, and when possible, student teaching opportunities on each campus.	Prospective Teachers	Campus Principals	Local Funds Title II, Part A	*Number of student teachers *Number of teachers logging observation hours	Sept. 1, 2008 June 1, 2009
Assist teachers in obtaining certification by paying for their TExES testing. (first testing opportunity only)	All Teachers	Campus Principal	Local Funds Title II, Part A		June 1, 2009
Require non-HQ teachers to actively work on areas of	All non-HQ Teachers	Campus Principal	Time	2007-2008 Updated Highly Qualified	June 1, 2009

deficiency.				Report	
Advise non HQ teachers to attend TExES study sessions at local colleges or the Regional Service Center.	All non-HQ Teachers	Campus Principal	Time	Study Session registrations and certificates	Ongoing
Develop a professional development plan for teachers who need to gain points for HOUSE.	Teachers who need to gain HOUSE points.	Campus Principal, Teacher and Curriculum Director	Time and Title II Funds	Professional Development files	December 2008
Encourage Board of Trustees to provide financial support to keep Bells I.S.D. employee salaries competitive with surrounding schools.	All Teachers	Superintendent	Local Funds Title II, Part A	*Conduct yearly comparison of area salary schedules.	Aug. 31, 2009
Provide support that allows teachers to perform their teaching duties with confidence and success, specifically by having them trained in meeting the needs of diverse populations i.e. G/T, ESL, Special Ed, Dyslexia.	All Teachers	Campus Principal	Local Funds Title II, Part A	*Professional Development logs	June 1, 2009
Develop a budget that makes instructional needs a high priority.	All Teachers	Superintendent/ Campus Principal/ Business Manager	Local Funds Title II, Part A	*General ledger *65% Rule	July 31, 2009
Assist new teachers with curriculum planning and delivery of the TEKS, and help with lesson planning, when needed.	All Teachers	Campus Principal	Local Funds Title II, Part A	*Professional Development logs	June 1, 2009
Mentor teachers in need of assistance in order to retain a highly qualified teaching force.	All Teachers	Campus Principal	Local Funds Title II, Part A	*Mentor journals *Mentor logs	June 1, 2009
Inform teachers about quality staff development opportunities and assist in locating funds to cover related fees and travel expenses. Assist in registering	All Teachers	Curriculum Director	Local Funds Title II, Part A	*Professional Development records	June 1, 2009

teachers for worthwhile staff development opportunities. Plan district staff development to assist new teachers and orient them to the programs of Bells I.S.D					
Maintain a quality professional library covering a wide range of educational issues.	All Teachers	Curriculum Director/ Campus Principals	Local Funds Title II, Part A	*Inventory check-out records	June 1, 2009
Provide guidance on effective teaching and other teaching issues through personal conversation, classroom observation, and/or appropriate staff development	All Teachers	Campus Principal	Local Funds Title II, Part A	*PDAS records *Walk-Through forms *Personnel Files *Teacher Interviews	June 1, 2009
Continuously assess the Campus Improvement Plan's effectiveness in meeting targeted goals in all areas.	All Teachers	Campus Principal	Local Funds Title II, Part A	*Needs Assessment	June 1, 2009

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

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

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

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with of parents.
- The district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements and each includes, as a component, a school-parent compact.
- The school district will incorporate this district-side policy into its District Improvement Plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including alternative informants upon request, and, to the extent practicable, in al engage parents understand.
- If the LEA plan for Title I, Part A developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, part A funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent goes directly to the schools.
- The school district will be governed by the following statutory divination of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition.

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

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

Evaluation:

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

APPENDIX I: GLOSSARY OF ACRONYMS

ADA = Average Daily Attendance

AEIS = Academic Excellence Information System

AP = Advanced Placement

AMAO = Annual Measurable Achievement Objectives

AYP = Adequate Yearly Progress

ARD = Admission, Review, Dismissal

CATE = Career and Technology Education

CPI = Crisis Prevention and Intervention

ELA = English Language Arts

ESC = Education Service Center

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

ESL = English as a Second Language

FCCLA = Family, Career, and Community Leaders of America

FIRST = Financial Integrity Resource System of Texas

G/T = Gifted and Talented

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

IDEA = Individuals with Disabilities Education Act

LDAA = Locally Developed Alternative Assessment

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

LEP = Limited English Proficiency

LPAC = Language Proficiency Assessment Committee

NCLB = No Child Left Behind

OLPT = Oral Language Proficiency Test

PAC = Parent Advisory Committee

PBMAS = Performance Based Monitoring Assessment System

PDAS = Professional Development Appraisal System

PEIMS = Public Education Information Management System

RPTE = Reading Proficiency Test in English

S.B. = A bill originating in the Senate

SCE = State Compensatory Education

SDAA = State Developed Alternative Assessment

SBDM = Site Based Decision-Making

SIOP = Sheltered Instruction Observation Protocol

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

TAKS = Texas Assessment of Knowledge and Skills

T.E.A. = Texas Education Agency

TELPAS = Texas English Language Proficiency Assessment System

TEKS = Texas Essential Knowledge and Skills

THEA = Texas Higher Education Assessment

TOP = Texas Observation Protocol

TPRI = Texas Primary Reading Inventory