

**Anna Ruth Pritchard
Junior High**



**CAMPUS IMPROVEMENT PLAN
2011-2012**

Joe Moore, Superintendent

Table of Contents

Campus Improvement Committee Members	3
District Mission, Vision, and Goals	4
Comprehensive Needs Assessment	5
Goal 1	10
Goal 2	16
Goal 3	18
Goal 4	19
Goal 5	20
<u>Appendices</u>	
A: Funding Sources	22
B: Character Education Plan	23
C: English As A Second Language (ESL) Evaluation, 2010-2011	28
D: Bullying and Harassment Policy	30
E. Teen Dating Violence Policy	35
F. Teacher Recruitment and Retention Plan	40
G. Parent Involvement Policy	43

Campus Improvement Committee Members Bells Independent School District

PRITCHARD JUNIOR HIGH SCHOOL REPRESENTATIVES

Carol Keene
Glenda Gilliam
Mary Youree
Donna Nichols

BUSINESS/COMMUNITY/PARENT REPRESENTATIVES

Woody Brown
Tammy Hall Mrs. Renfro
Lisa Moore Steve Martinez

ADMINISTRATION REPRESENTATIVES

Tricia Meek Director of Curriculum and Special Programs
Kristi Stubbs Pritchard Junior High Counselor

VISION STATEMENT

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

MISSION STATEMENT

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.

- 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 – Recognized		
Bells Elementary – Recognized	A.R. Pritchard Junior High – Recognized	Bells High School – Acceptable		
NEEDS ASSESSMENT:	TAKS 2011:			
State Testing Data (w/o Texas Projection Measure)	BES	PJH	BHS	
	Reading/ELA	94%	91%	99%
	Writing	89%	98%	
	Math	90%	93%	92%
	Science	90%	82%	97%
	Social Studies		98%	97%
Annual Passing Rate	Kindergarten –	98%	Seventh Grade –	98%
	First Grade–	96%	Eighth Grade -	100%
	Second Grade –	100%	Ninth Grade -	100%
	Third Grade –	100%	Tenth Grade –	100%
	Fourth Grade –	100%	Eleventh Grade –	100%
	Fifth Grade –	100%	Twelfth Grade –	100%
	Sixth Grade –	100%		
Gold Performance Awards 201				
<i>Information coming Fall of 2011</i>				

DATA REVIEWED

- ◆ **Principals' Comprehensive Needs Assessment Tools.**
- ◆ **Results of teacher, community, and parent Needs Assessment Surveys**
- ◆ **Disaggregation of longitudinal AEIS data using AEIS it and AWARE.**
- ◆ **Disaggregation of current-year state assessment data using AEIS it and AWARE.**
- ◆ **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 rate**

STRENGTHS	DATA SOURCE
Exemplary standards (90%) of “All Students” on state assessment in the following areas: 3 rd Reading (94%); 4 th Reading (92%); 5 th Reading (94%); 5 th Math (97%); 5 th Science (92%); 6 th Math (92%); 7 th Writing (98%); 8 th Reading (100%); 8 th Math (96%); 8 th Social Studies (98%); 9 th Reading (98%); 9 th Math (95%); 10 th ELA (100%); 10 th Math (90%); 10 th Social Studies (100%); 10 th Science (97%)11 th ELA (100%); 11 th Math (96%); 11 th Social Studies (100%); 11 th Science (98%)	2011 State Assessment Reports
Exemplary standards (90%) of “Economic Disadvantaged Students” on state assessment in the following areas: 4 th Math (90%); 5 th Reading (95%); 5 th Math (90%); 5 th Science (90%); 7 th Writing (94%); 8 th Reading (100%); 8 th Math (92%); 8 th Social Studies (100%); 9 th Reading (100%); 9 th Math (93%); 10 th ELA (100%); 10 th Math (93%); 10 th Social Studies (100%); 10 th Science (100%); 11 th ELA (100%); 11 th Social Studies (100%); 11 th Science (100%)	2011 State Assessment Reports
Exemplary standards (90%) of “At-Risk Students” on state assessment in the following areas: 5 th Math (92%); 7 th Writing (91%); 8 th Reading (100%); 8 th Social Studies (93%); Studies; 10 th ELA (100%); 10 th Social Studies (100%); 11 th ELA (100%); 11 th Math (92%); 11 th Social Studies (100%); 11 th Science (92%)	2011 State Assessment Reports
Exemplary standards (90%) of “Special Education students” on state assessment in the following areas: 6 th Math (100%); 7 th Math (100%); 8 th Reading	2011 State Assessment Reports

(100%); 8 th Math (100%); 8 th Social Studies (100%); 9 th Reading (100%); 10 th ELA (100%); 10 th Social Studies (100%); 11 th ELA (100%); 11 th Social Studies (100%)	
<u>Exemplary standards (90%) of “Career and Technology Students” on state assessment in the following areas:</u> 9 th Reading (98%); 9 th Math (94%); 10 th ELA (100%); 10 th Math (90%); 10 th Social Studies (100%); 10 th Science (97%); 11 th ELA (100%); 11 th Math (95%); 11 th Social Studies (100%); 11 th Science (98%)	2011 State Assessment Reports
Tutorials and mentor program (activity period)	Student performance records Tutoring logs
Performance of economically disadvantaged students on state assessment instruments.	2011 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
<u>Any measure below Exemplary standards (90%) of “All Students” on state assessment in the following areas:</u> 3 rd Math (87%); 4 th Writing (89%); 4 th Math (89%); 6 th Reading (87%); 7 th Reading (85%); 7 th Math (89%); 8 th Science (80%);	2011 State Assessment Reports
<u>Any measure below Exemplary standards (90%) of “Economically Disadvantaged Students” on state assessment in the following areas:</u> 3 rd Reading (84%); 3 rd Math (79%); 4 th Reading (80%); 4 th Writing (84%); 6 th Reading (67%); 6 th Math (88%); 7 th Reading (83%); 7 th Math (83%); 8 th Science (86%); 9 th Math (78%); 11 th Math (82%);	2011 State Assessment Reports
<u>Any measure below Exemplary standards (90%) of “At-Risk Students” on state assessment in the following areas:</u> 3 rd , Reading (67%); 3 rd Math (67%); 4 th Reading (82%); 4 th Math (83%); 4 th Writing (75%); 5 th Reading (75%); 5 th Science (67%); 6 th Reading (50%); 6 th Math (89%); 7 th Reading (58%); 7 th Math (73%); 7 th Writing (73%); 8 th Math (85%); 8 th Science (53%); 9 th Reading (86%); 9 th Math (71%); 10 th Science (78%)	2011 State Assessment Reports
<u>Any measure below Exemplary standards (90%) of “Special Ed Students” on state assessment in the following areas:</u> 3 rd , Reading (50%); 3 rd , Math (50%); 4 th Reading (60%); 4 th Math (50%); 4 th Writing (50%); 5 th Reading (63%); 5 th Math (88%); 5 th Science (86%); 6 th Reading (40%); 6 th Math (80%); 7 th Reading (50%); 7 th Writing (80%); 8 th Math (75%), 9 th Reading (80%); 9 th Math (75%); 10 th Math (75%); 11 th Math (83%); 11 th Science (78%)	2011 State Assessment Reports
<u>Any measure below Exemplary standards (90%) of “Career and Technology Students” on state assessment in the following areas:</u>	2011 State Assessment Reports

Commended Performance percentage in all grades and all subjects. Target = 75%	2011 State Assessment Reports										
At-risk student performance on the TAKS test in most grade levels.	2011 State Assessment Reports										
Continue to increase student performance on SAT and ACT tests .	2010-2011 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										
Vertical Alignment in all subjects K-12 to support STAAR readiness.	2011 State Assessment Reports (AWARE)										
Comprehensive Needs Assessment Additional Data											
Percentage of at-risk students at each campus?	<table> <tr> <td>Bells Elementary</td> <td>19.2%</td> </tr> <tr> <td>Pritchard Junior High</td> <td>25%</td> </tr> <tr> <td>Bells High School</td> <td>16%</td> </tr> </table>	Bells Elementary	19.2%	Pritchard Junior High	25%	Bells High School	16%				
Bells Elementary	19.2%										
Pritchard Junior High	25%										
Bells High School	16%										
Most recent dropout rate (secondary)?	<table> <tr> <td>Bells Elementary</td> <td>N/A</td> </tr> <tr> <td>Pritchard Junior High</td> <td></td> </tr> <tr> <td>Bells High School</td> <td></td> </tr> </table>	Bells Elementary	N/A	Pritchard Junior High		Bells High School					
Bells Elementary	N/A										
Pritchard Junior High											
Bells High School											
Mean SAT and ACT scores for last year's graduates (secondary)?	<p>The mean ACT score for the senior class of 2010 was.</p> <table> <tr> <td>English 20.1</td> <td>Reading 18.6</td> <td>Composite 20.8</td> </tr> <tr> <td>Math 22.4</td> <td>Science 21.3</td> <td></td> </tr> </table> <p>The mean SAT scores for the senior class were:</p> <table> <tr> <td>Critical Reading —508</td> </tr> <tr> <td>Math—516</td> </tr> <tr> <td>Writing – 460</td> </tr> <tr> <td>Composite—21.3</td> </tr> </table>	English 20.1	Reading 18.6	Composite 20.8	Math 22.4	Science 21.3		Critical Reading —508	Math—516	Writing – 460	Composite—21.3
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Math 22.4	Science 21.3										
Critical Reading —508											
Math—516											
Writing – 460											
Composite—21.3											
Percentage of students completing Pre-AP and /or AP classes during 2010-2011	<table> <tr> <td>Bells Elementary</td> <td>N/A</td> </tr> </table>	Bells Elementary	N/A								
Bells Elementary	N/A										

(secondary)?	Pritchard Junior High PreAP English and PreAlgebra- 44% Bells High School

ACADEMICS					
GOAL # 1:	PJH will promote academic excellence through a balanced and rigorous curriculum for all students.				
TARGET GROUPS: <input checked="" type="checkbox"/> All Students <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
Target Goal #1: Improve student success rates to achieve the highest standards on State and Federal Accountability.					
	Meet all PBMAS compliance indicators in 2012 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	2012 PBMAS Report	August – May
	Increase the academic rigor in all core classrooms as evidenced by passing rates on benchmark assessments and disaggregated data using AWARE.	Teachers, Principals	Accelerated Ed funds, Title I funds, SSI funds	2011-12 AWARE reports	August – April
	Exceed the NCLB Adequate Yearly Progress improvement targets in spring 2012. (87% Reading/ELA and 83% Math).	Teachers, Principals	Accelerated Ed funds, Title I funds, SSI funds	2012 State Assessment Reports, AYP report	August – May
	Conduct comprehensive needs assessments related to accountability data, all school programs, all student populations, and NCLB.	Superintendent, principals, program directors	Time	Tabulated Needs Assessment Instrument	Sept-May 2011-2012
	Conduct accountability data review meetings within content/department and/or grade level meetings.	Principals, Teachers, Curriculum Director	Personnel and Time	Agenda and or minutes of department and/or grade level meetings	September-April
Target Goal #2: Improve access to a challenging curriculum that engages students, promotes critical thinking and achievement at all levels in all student groups.					
	Ensure a guaranteed and viable curriculum by using the CSCOPE	Teachers, Principals,	Local Funds	Lesson Plans, TAKS Data	August – June

	Curriculum in all core classes at all three campuses.	Curriculum Dir.			
	Provide 5 E instructional strategies in all classrooms.	Teachers, Principals	Time	Lesson Plans, Walk-through data	August – June
	Incorporate student centered, hands-on instruction to enhance mastery of the curriculum and higher levels of cognitive learning for all students.	Principals, Curriculum Director	Time	Lesson Plans, Walk-through data	August - June
	Purchase the Explore Learning Gizmos interactive curriculum for use in math and science classes to provide students with visuals and engaging lessons to understand difficult concepts	Textbook Coordinator	Instructional Materials Allotment \$2094.00	Lesson Plans, Walk through data, and 2012 STAAR Performance data	September - June
	Investigate opportunities for enrichment and extended learning environments at all campuses. (i.e. Spanish instruction at BES and PJH; Advanced Technology instruction at BES and PJH, outdoor classrooms in science)	Curriculum Director and Campus Principals	Time	Data gathered by Curriculum Director and report presented to District Improvement Team 2012 Comprehensive Needs Assessments	May 2012 Federal Programs Meeting
Target Goal #3: Improve student success rates for all learners including struggling learners and all student groups.					
	Purchase Eduphoria AWARE to disaggregate accountability data to identify students and student groups with special needs in reading, writing, math, science and social studies.	Principals, Program Directors, Teachers	Personnel, 6399-\$4950.00, and Title I funds	Campus lists of identified students, student groups content areas, and grade levels, TAKS and STAAR data	Dec., June September - May
	Provide individualized and small group tutoring during the school	Principals	Local funds, SSI funding, Title I funding	STAAR data, Report Card data	August – June

	day at all campuses.				
	Reduce the identification of special ed. students in the total district population to 8% .	Principals	Personnel and Time	TAKS data, Report Card data	August – June
	Implement RTI (response to intervention) strategies at all campuses: pre-referral process, transition program design and program continuity for students who qualify for special education services.	Superintendent, Principals, Diagnostician, At-Risk Counselor	Personnel and Time	Program review, TAKS data	June, August
	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
	Decrease gap between met standard rates of all students and economically disadvantaged students in all subject areas.	Principals, Teachers	Local, State and Federal Funding	TAKS data 2011	June 2011
	Provide opportunities for students to take a two hour math course (1 hour lab) at PJH and BHS.	High School and Junior High Principals	Personnel and Time	TAKS data, Report Card data	August – June
	Provide teachers with access to the Texas Math and Science Diagnostic System for use in diagnostic testing in science and mathematics.	Curriculum Director, Principals	Time and Computers	Reports generated from TMSD, AWARE data reports	June 2011
	Administer math MSTAR testing to 5th – 8th grade students (beginning, middle and end-of-year) This testing provides teachers with an indicator of students' algebra readiness skills.	Principal, Curriculum Director	Time and Computers	MSTAR testing reports	September, January, May
	Continue using Reading Counts	Principals,	Local Funding, \$2,500-	Reading Counts reports,	August – June

	and Scholastic Reading Inventory for Bells Elementary and Pritchard Junior High	Curriculum Director	renewal fee.	Library usage reports	
	Continue using Read Naturally to increase students' reading fluency in grades K-6.	BES Principal, Curriculum Director	Time	TAKS Reading Test, Tutoring Reports, Read Naturally Reports	June
	Provide dyslexia services 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
	Administer oral language proficiency tests as necessary (as indicated by Home Language Survey).	Counselors, ESL teachers	Personnel and Time; ESL funds - \$500.00	LPAC documents, OLPT results, program reviews, RPTE results	Whenever ESL student moves into district
	Articulate individualized program for each ELL Student.-as needed	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 ELL and Migrant students, as needed.	Principals, ESL Teachers, other certified staff	Personnel and Time; ESL and Migrant funds	Individual student plans, LPAC documents, summer school assessments, program reviews	August or when applicable
	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
Target Goal #4: Improve the preparation of students for college-level coursework and career opportunities..					
	Provide 8 th grade students the opportunity to discover Career Cruising.	Counselor, Fine Arts Teacher	Local Funds	Test Results, Annual Report	August - May
	Implement and support Pre-AP	School board,	6399 funds, Title II	PEIMS class rosters,	June, each six weeks

	and AP programs in language arts, and math..	Superintendent, Principals, Curriculum Director	funds	program reviews, student progress reports, teacher professional development certificates	
	Provide students in Business and Technology courses access to the LearnKey Curriculum for improving skills in Microsoft Office and Adobe products.	CTE Teachers, Federal Programs Director	Carl Perkins Funding	LearnKey usage reports and certifications earned	June 2012
	Provide students and parents with guidance and counseling over the different career pathways offered at Bells High School.	JH and HS Principals, Counselor	Time	Student 4 Year Plans	June 2012
	Host <i>Education Go Get It</i> week in October for secondary campuses.	Principals, Counselor, Curriculum Director	Time	Student Evaluations, Feedback from career participants	October 2011
Target Goal #5: Improve the use of technology in the classroom to promote student learning.					
	Integrate technology into curriculum and instruction by increasing access for teachers to technology equipment (i.e. document cameras, Interactive whiteboards (SMART and Mimio Boards, Interactive writing tablets, LCD projectors, digital cameras, flip video cameras, iPADS, iPODs, notebooks, and software programs, including EasyTech K-8).	Principals, Technology Director	Local technology funds	Comprehensive Needs Assessment	August – June
	Provide training to teachers on use of interactive technologies such as Mimios, SMART boards, document cameras, flip cameras and new software.	Technology Director, Curriculum Director, Principals	Local funds, Professional Development funds	General Ledger, Training sign-in sheets	August - June
	Future is Now Region 10 Technology	Principal Teachers	Local Funds,	Principal and Teacher Records	August-May

	Continue expansion of wireless internet access at all campuses.	Superintendent, Technology	Local technology funds	General Ledger	June 2012
	Begin initiatives to allow students opportunities to bring their own technology devices from home.	Technology Director, Principals, Teachers	NA	Classroom Lesson plans	September 2011
	Purchase 50 notebook computers for use at the junior high.	Superintendent, Technology Director, Principal	Local technology funds	General Ledger	September/October 2011

COMMUNICATION AND PARENT/COMMUNITY INVOLVEMENT

GOAL # 2:

PJH 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
	Increase use of email to improve communication among and between faculty, staff, and administration.	Principals, Technology Director	Local technology funds- approximately \$80,000	Email usage record	August – May
	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, Safe-Schools end-of-year compliance report	August – May
	Provide facilities for community-wide activities within Board policy guidelines.	Superintendent	Clean facilities	District Calendar of Events, Facility Usage Log	August – May
	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 Messenger services for notification to parents, all employees, and news stations regarding school updates, 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 events to recognize achievements publicly.	Superintendent, Principals, Program Directors, Faculty	Time	<i>Panther Tracks</i> archives, communications archives, campus newsletter archives, publicity archives	Within each six weeks
	Provide opportunities and	Superintendents,	Personnel and Time	PLC meeting sign-in	September - June

	resources for vertical as well as horizontal planning.	Principals		sheets, written communications	
	Provide parents with up-to-date information regarding STAAR and End-of-Course testing as it relates to their child. (including, but not limited to academic rigor, testing calendar, flex day opportunities, Student Success Initiative, graduation requirements)	Principals, Counselors, District Testing Coordinator	Personnel and Time	Parent meeting sign in sheets and agendas	September - May
	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

PERSONNEL AND PROFESSIONAL DEVELOPMENT

GOAL # 3: PJH 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
	Require appropriate credentials before hiring a new employee.	School Board, Superintendent, Principals	Time	Personnel files, Certification reports	Any time hiring is done
	Continue teacher mentor program across the district.	Superintendent, Curriculum Director	Personnel and Time, Title II funds- \$1,500.00	Mentor/mentee documentation, Staff Development records	August- May
	Provide CSCOPE, AWARE, technology training and other training requested by teachers throughout the year.	Curriculum Director, Principals	Time, Title II funds, Local 6400 funds- 8,000.00	Staff Development records	August – June
	Develop a program for faculty to earn technology for the classroom and the opportunity to attend the TCEA conference.	Technology Director, Principals	Local funds, Title II funds	Staff Development records, Walk-through records	August - June
	Utilize PLC meetings, department and grade-level meetings to stay abreast of the transition to STAAR testing.	Curriculum Director. Principals	Time	Staff Development Records	August - June
	Provide appropriate staff development for regular and special education teachers including strategies for	Superintendent, Principals	6399 funds; Title II, Part A funds - \$6400.00	Budget, personnel records, program reviews, PDAS, comprehensive	Monthly, June, September

	working with at-risk, special education, economically disadvantaged, gifted, and other special populations.			needs assessment	
	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 2011-2012

<ol style="list-style-type: none"> 1. Engaging ALL students with brain compatible learning (Dr. Marcia Tate) 2. CSCOPE Training for Teachers and Administrators 3. Bullying Prevention / Teen Dating Violence/Positive Behavior Support 4. Teachers Mentoring Students; Teachers Mentoring other Teachers 5. Learn Key Training 6. Social Networking 7. G/T 30 hour and Update Training 	<ol style="list-style-type: none"> 8. Data Analysis - AWARE 9. ABYDOS Writing Training 10. Smart Board and Mimio Training 11. Various Technology Trainings 12. STAAR and TEKS training 13. TCEA Technology training 14. Crisis Management Training
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SCHOOL CLIMATE

GOAL # 4:	PJH will support a positive and safe working environment for all Bells ISD employees and students.
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TARGET GROUPS: Gifted and talented; Career & Technology; LEP – limited English proficient; At-risk Dyslexic; 504; SpEd – Special Education; Economically Disadvantaged

√ = 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	Safe Schools Needs Assessment	August – May
	Positive Behavior Program Region 10	Principal Teachers	Local Funds	Principal and Teacher Reports	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
	Review the Anti-Bullying and	Principals	Personnel and Time	Student signature	During first six weeks

	Harassment Policy and Teen Dating Violence Policy (secondary only) with students annually.			sheet, Discipline reports	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	February
	Utilize email, memos, and conferencing to keep teachers abreast of specific, immediate school safety issues.	Principals	Time allowed	Principals' and teachers' records	August – May
	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 parents with information regarding counseling options and service providers who deliver intervention programs for children who have been victims of child sexual abuse.	Principal, Counselor	Time allowed	Counseling logs and parent contact logs	June 2011
DROP-OUT PREVENTION					
GOAL # 5:	PJH 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; <input checked="" type="checkbox"/> Economically Disadvantaged					
√ = Complete	OBJECTIVES/STRATEGIES INCLUDING PROFESSIONAL DEVELOPMENT	STAFF RESPONSIBLE	RESOURCES NEEDED: HUMAN, MATERIAL, FISCAL	EVALUATION/ EVIDENCE OF MONITORING	TIMELINE START/END
	Provide Personal Graduation Plans for all 7 th – 12 th grade students who are at risk of failing.	Principal and Counselor	Time, AWARE program through Region 10	Student records	August – June

	Provide tutoring for all students who did not pass the STAAR test in the Spring of 2011.	Teachers, Principals	Local Accelerated Ed funds, Title I funds, SSI 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 in an effort to reach 98% attendance rates at all campuses and district-wide.	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.	Fall 2011

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.	\$348,500	\$220,843	\$37,953	\$89,704
Special Education	Federal and State	Address the needs of students identified with disabling conditions	\$648,171	\$173,494	\$163,539	\$337,033
Gifted and Talented	State and Local	Provide services for students identified as Gifted and Talented	\$24,894	\$200	\$200	\$24,894
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	\$401,625 \$4,209.80 (Perkins)	\$401,625	---	---
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.	\$60,060.49	---	---	\$60,060.49
Title II, Part A	Federal	Increase the academic achievement of all student by helping schools and school districts improve teacher and	\$20,982.06	---	---	---

		principal quality and ensure that all teachers are highly qualified.				
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APPENDIX B: Character Education Plan **Bells Independent School District**

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

Mission Statement

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



Six Pillars of Character

respect

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

responsibility

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

trustworthiness

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

citizenship

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

caring

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

fairness

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

Character Education Goals

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

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

Objectives and Strategies

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

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

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

APPENDIX C: English as a Second Language (ESL) Evaluation, 2010-2011

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 2010-2011 school year, Bells ISD served **0** LEP students.

Student	Campus	Home Language
0 Students		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. All LEP students are rated using the Texas English Language Proficiency Assessment (TELPAS) system. They are rated in reading, writing, listening, and speaking.

➤ **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 2009-1010 school year.

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

One ESL student was exited from the program in May 2010. Two students were in Monitor Year 1.

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

# of LEP students with Parent Denial	0
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# of LEP students retained	0
# of LEP students in Special Education	0
# 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: Two teachers received training this year in serving ESL students.

No teacher aides received training.

➤ **LPAC Committee Members – 2010-2011**

Tricia Meek, Title III Coordinator

Dan Crawford, Bells Elementary Principal

Traci Bush, Bells Elementary Counselor

Paula Mortensen, Pritchard Junior High School Principal

Kelley Beach, teacher at Bells Elementary

Tammy Kvale, ESL teacher at Bells Elementary

Mrs. Smart, Interpreter

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 STAAR, score Advanced High on TELPAS, and ultimately be dismissed from the program.

APPENDIX D: ANTI-BULLYING AND HARASSMENT POLICY

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

DEFINITIONS:

What is Bullying?

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

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

What is Harassment?

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

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

POLICY AIMS

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

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

Stage One

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

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

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

Stage Two

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

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

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

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

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

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

Stage Three

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

TO STUDENTS

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

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

TO PARENTS

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

TO ADMINISTRATORS AND TEACHERS

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

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

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

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

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

EVALUATION OF THE POLICY

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

APPENDIX E:
TEEN DATING VIOLENCE POLICY

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

DEFINITIONS:

What is teen dating violence?

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

What is sexual harassment?

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

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

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

What is sexual violence?

Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager, including sexual violence committed by perpetrators who are strangers to the victim and by perpetrators who are known or related

by blood or marriage to the victim. Behaviors that fall under this definition include but are not limited to incest, molestation, child abuse, stranger rape, and non-stranger rape.

Who is an alleged perpetrator?

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

Who is a victim?

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

POLICY AIMS

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

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

I. Victim Safety

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

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

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

II. Enforcement of Protective Orders

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

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

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

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

III. School-Based Alternatives to Protective Orders

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

- A description of the relationship between the victim and alleged perpetrator.
- A description of the violent incident(s): what, when, where, witnesses.
- A list of behaviors that the alleged perpetrator may not do without receiving consequences.
- Schedule changes for the alleged perpetrator.
- Notes on other disciplinary actions taken.
- Disciplinary consequences if the alleged perpetrator violates the Stay-Away Agreement.
- Dates during which the Stay-Away Agreement is valid.
- Date when the Stay-Away Agreement will be reviewed.
- Signatures of parent/guardian, alleged perpetrator, and administrator.

IV. Prevention and Training

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

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

V. Documentation of Incidents

Documentation should include the following elements:

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

VI. Campus Complaint Procedure:

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

APPENDIX F: 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, 2011 Dec. 1, 2011 April 2012
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, 2011 June 1, 2012
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, 2011 June 1, 2012
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		Ongoing

Require non-HQ teachers to actively work on areas of deficiency.	All non-HQ Teachers	Campus Principal	Time	2007-2008 Updated Highly Qualified Report	June 1, 2012
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
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, 2011
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, 2012
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, 2011
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, 2012
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, 2012
Inform teachers about quality staff development opportunities and assist in locating funds to cover related fees and travel expenses. Assist in registering teachers for worthwhile staff development opportunities. Plan	All Teachers	Curriculum Director	Local Funds Title II, Part A	*Professional Development records	Ongoing

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, 2012
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, 2012
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, 2012

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 H: 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

CTE = Career and Technology Education

CPI = Crisis Prevention and Intervention

ELA = English Language Arts

EOC = End-of-Course

ESC = Education Service Center

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

ESL = English as a Second Language

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

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
S.B. = A bill originating in the Senate
SCE = State Compensatory Education
SSI = Student Success Initiative
SBDM = Site Based Decision-Making
SIOP = Sheltered Instruction Observation Protocol
SSA = Shared Service Arrangement (Also known as a Co-op)
STAAR = State of Texas Assessment of Academic Readiness
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
TPRI = Texas Primary Reading Inventory