

Bastrop Independent School District

District Improvement Plan

2019-2020



Mission Statement

As a leader in innovative, student-centered education, the mission of Bastrop ISD is to ignite passion for life-long learning and to successfully motivate and prepare all students to compete globally by ensuring they are engaged in diverse, rigorous, and relevant learning experiences that incorporate 21st Century skills.

Vision

OUR Call to Action

Graduates of Bastrop Independent School District are empowered to become successful and productive in a global society.

Core Beliefs

A diverse and engaging environment contributes to successful learning.

Serving the individual needs of all learners is central to our mission.

Community collaboration directly results in the growth of our schools.

Education empowers everyone.

People feel valued when they are heard.

Involvement beyond the classroom contributes to student success.

OUR Profiles

The Learner...

Communicates effectively, both verbally and nonverbally.

Engages in collaborative practices.

Applies fundamental content knowledge.

Respects and empathizes with others.

Utilizes critical thinking skills to creatively solve problems.

The Teacher...

Communicates effectively, both verbally and nonverbally.

Exhibits passion about education.

Designs engaging instruction and adjusts based on student needs.

Develops and nurtures positive and productive relationships.

Models life-long learning and content knowledge.

The Leader...

Communicates effectively through a variety of means.

Promotes a vision and fosters an innovative culture that advocates in the best interests of students.

Exemplifies service-oriented leadership.

Demonstrates adaptability.

Builds and maintains a school culture that fosters a growth mindset.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bastrop ISD is a steadily growing district that has experienced 11.9% growth over the last five years from 9,905 in 2014-2015 to 11,081 in 2018-2019. During the 2016-2017 school year, the district was added to the Texas Education Agency's Fast Growth Districts list. BISSD's physical boundaries cover more than 433 square miles of Bastrop County and serve the communities of Bastrop, Cedar Creek, Paige, Red Rock, Rockne, and others in between. Bastrop ISD's economic community includes some small businesses, retail chains, industry, and agriculture. Many of the residents commute to nearby Austin or surrounding areas for employment, but come home to the tranquil small town feel of Bastrop and its surrounding communities.

Bastrop ISD is comprised of 15 campuses that serve 11,081 students, according to our Fall 2018-2019 report. The district has 2 comprehensive high schools - grades 9-12; 2 middle schools - grades 7-8; 2 intermediate campuses - grades 5-6; and 6 elementary campuses grade PK-4. In addition to these campuses, BISSD has 3 specialized campuses - Colorado River Collegiate Academy, which is an early college high school; Genesis High School, which is an academic alternative campus, focusing on the needs of the district's most at-risk students; and Gateway, which is a disciplinary alternative campus.

Campus 3-yr Enrollment Data			
	16-17	17-18	18-19
Colorado River Collegiate Academy	161	211	206
Bastrop High School	1,329	1,352	1,468
Bastrop Middle School	754	771	821
Cedar Creek High School	1,479	1,495	1,583
Cedar Creek Middle School	852	831	920
Bastrop Intermediate School	729	786	825
Cedar Creek Intermediate School	866	950	930
Mina Elementary School	616	632	656
Emile Elementary School	576	800	718
Red Rock Elementary School	694	640	627
Cedar Creek Elementary School	790	801	768
Bluebonnet Elementary School	833	791	777

Campus 3-yr Enrollment Data			
Lost Pines Elementary School	750	648	667
Genesis High School	82	62	115
Gateway D.A.E.P. School	26	50	NA
Total	10,537	10,820	11,081

	Ethnicity 3-year Trend Data					
	16-17		17-18		18-19	
	Number	Percent	Number	Percent	Number	Percent
African American	469	4.5%	435	4.02%	411	3.71%
Hispanic	6,836	64.9%	7,162	66.19%	7,464	67.36%
White	2,864	27.2%	2,860	26.48%	2,807	25.33%

	Special Populations 3-year Trend Data					
	16-17		17-18		18-19	
	Number	Percent	Number	Percent	Number	Percent
Economically Disadvantaged	6,755	64.11%	7,427	68.64%	7,810	70.48%
English Learners	2,620	24.9%	2,792	25.8%	3,079	27.79%
Students Receiving Special Education Services	1,118	10.6%	1,184	10.94%	1,234	11.14%
At-Risk	6,350	60.26%	6,548	60.52%	7,157	64.59%

BISD continues to experience significant growth in all four areas of special populations. English Learners continue to experience a steady growth creating a need for an increased number of bilingual teachers, and for all BISD teachers to be trained, and well versed, in instructional strategies that support second language development. In response to this need, the EL department has implemented ESL Academies to provide training for the ESL certification course, as well as monthly bilingual trainings (K-4) and EL cohort trainings for secondary campuses.

2018-2019 Special Education Participation (based on PEIMS Snapshot Dates):

Special Education enrollment in BISD has maintained, within half of a percentage point, each year over the past 5 years. A majority of students in Special Education have Learning Disabilities, followed by Speech Impairments and Other Health Impairments. As the general population of students in BISD grows, the Special Education enrollment has exceeded the 11% participation rate.

Demographics Strengths

The strengths are listed below:

1. BISD is a fast growing district.
2. In addition to comprehensive campuses, BISD has 3 specialized campuses that provide unique learning opportunities, helping to address specific student needs.
3. The district is moving forward with implementation of training to support all special populations (EL & Special Programs) and consistent implementation of program model(s).

Problem Statements Identifying Demographics Needs

Problem Statement 1: BISD teachers are not adequately trained on instructional strategies that support differentiated populations. **Root Cause:** Steady growth of all Special Populations (Eco Dis, EL, Special Programs, At-Risk) in BISD.

Student Achievement

Student Achievement Summary

STAAR/EOC

For the STAAR/EOC exams, below is the percentage of students performing at the Approaches Grade Level standard for 2019, 2018, and 2017. This includes students across all grade levels.

	2019	2018	2017
All Subjects	66%	66%	67%
Reading	61%	62%	62%
Math	71%	72%	73%
Writing	50%	46%	53%
Science	75%	74%	75%
Social Studies	68%	67%	68%

For STAAR/EOC exams, the percentages for 2019, 2018 & 2017 students meeting the Approaches performance level for certain student groups that include all grade levels across all exams are listed below:

	2019	2018	2017
All Students	66%	66%	67%
African American	58%	58%	58%
Hispanic	61%	62%	62%
White	78%	78%	78%
Asian	90%	88%	99%
Two or More Races	73%	71%	71%
Special Education	29%	28%	31%
ELL	44%	43%	52%
Economically Disadvantaged	60%	60%	60%

There are 3 performance levels that are used to measure the different levels of student achievement as measured and used in the current state accountability system: Approaches Grade Level (GL), Meets GL, and Masters GL. Below are the percentage of students meeting each of these performance levels across the district, as measured in the 2019 State Accountability System.

	Did Not Meet GL	Approaches GL	Meets GL	Masters GL
All Subjects	34%	66%	37%	15%
Reading	39%	61%	34%	12%
Math	29%	71%	39%	18%
Writing	50%	50%	22%	5%
Science	25%	75%	44%	17%
Social Studies	32%	68%	44%	25%

TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) is used to measure the progress that English Language Learners make in learning the English language. Spring 2019 results were as follows:

	Beginning	Intermediate	Advanced	Advanced High
Listening	13%	31%	35%	20%
Speaking	26%	37%	25%	12%
Reading	26%	38%	24%	12%
Writing	19%	23%	30%	28%
Composite	12%	43%	34%	10%

College, Career, and Military Readiness

The chart below reflects the percentage of 2018 graduates that met the College, Career, and Military Readiness (CCMR) indicator as measured by the State Accountability System. There were 780 graduates in the Class of 2018.

CCMR Indicator	Percentage of Class of 2018 Meeting Indicators
Met TSI Criteria in both Reading and Math <i>Students can meet TSI criteria through an appropriate score on SAT, ACT, TSI Assessment, or Completion of College Prep Course</i>	39%
Earned a 3 or higher on AP exam	18%
Dual Credit <i>Earned 3 hours in Math or Reading OR earned a total of 9 hours in any other courses</i>	17%
Industry Based Certifications	6%
Associate's Degree	0%
Enlisted in US Armed Forces	3%
Completed CTE Coherent Sequence Aligned with Industry Certification	8%

Student Achievement Strengths

1. Overall CCMR indicators from 2017 to 2018 experienced a significant increase.
2. Overall STAAR/EOC exams percentage of students performing at the Approaches Grade Level standard for 2019 experienced increases in Writing, Science & Social Studies.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: On all STAAR exams, students categorized as English Learners are scoring significantly lower than their non-EL peers. **Root Cause:** Lack of consistent implementation of strategies to differentiate for students' linguistic needs.

Problem Statement 2: TELPAS beginner and intermediate proficiency levels increased from 2018. **Root Cause:** Lack of system implementation to progress monitor proficiency within the TELPAS domains.

Problem Statement 3: Students in Special Education are not making adequate growth in Reading to close the achievement gap. **Root Cause:** Elementary Special Education Reading Teachers have varied training and skills in early literacy development.

District Culture and Climate

District Culture and Climate Summary

A safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. Bastrop ISD strives to create and maintain a positive culture for all stakeholders both at the district and campus level. Believing that student learning is enhanced by positive steps to manage student behavior and increase inclusivity, our district has worked to implement structures including restorative practices, student advisory committees, and a strong relationship with law enforcement.

Spring 2019 Panorama Survey Data

Celebrations:

- Thinking about growth mindset in particular, teachers are confident that they can support their students' growth and development (84%)
- Teachers feel comfortable incorporating new material about people from different backgrounds into their curriculum (87%)
- Most staff feel that they know all the content they need to teach (85%)

Focus Areas:

- On most days, students are enthusiastic about being at school (43%)
- Campus colleagues have a positive attitude (39%)

Exclusionary Discipline 3-yr Data

School Year	Student Enrollment	Expulsions	OSS	ISS	DAEP	Total Referrals
2018-2019	11,815	73	1,196	6,752	438	8,446
2017-2018	11,558	22	927	4,776	273	7,477
2016-2017	10,539	10	933	3,521	277	6,460

In 2018-2019, all areas of exclusionary discipline experienced an increase. Expulsions in particular, more than tripled. 58 of the expulsions were without placements while 15 were DAEP placements. Breaking down the data even further, 34 of the expulsions were for felony controlled substance violations, while 21 were for possession, use or under the influence of marijuana. In the other categories of exclusionary discipline, the increase was due in part to the

fidelity of the strategy implementation this school year for consistent campus-wide and classroom management practices utilizing the BISD Discipline Matrix.

District Culture and Climate Strengths

1. BISD has seen an increased fidelity of common practices from campus to campus due to the Behavior RtI coordinator position that oversees Behavior RtI, PBIS and SEL.
2. BISD has seen an increased usage of SEL Curriculum-Second Steps in grades K through 8. PK has also utilized Frog Street as their SEL component. A Year-At-a-Glance and Scope and Sequence have been rolled out for the 19-20 school year utilizing Panorama as well.
3. All BISD staff was trained in Trauma-Informed practices during August inservice. Spiraled training will occur at faculty meetings throughout the duration of the school year.
4. Officers perform daily campus security assessments. Officers walk campuses to ensure that they are secure and that students and staff are compliant with the safety procedures adopted by the district.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Discrepancies in referral coding are causing unclear data reports on behavioral issues. **Root Cause:** PEIMS audit found a 40-60% variance in discipline record coding.

Problem Statement 2: Students with disabilities are disproportionately placed in disciplinary settings. **Root Cause:** Lack of consistent implementation of CBS program components on all BISD campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bastrop ISD is conveniently located 30 miles west of Austin, TX. The district is within distance of various regional universities and colleges as well as to a flagship university to recruit well-trained teachers. TEA (2018) recorded years of experience for the professional teaching staff in Bastrop ISD.

2017-2018 BISD Staff Snapshot			
Years	District (Actual)	Percentage	State (Percentage)
Beginning	55	8.0	8.2
1-5	221.3	32.1	29.1
6-10	87.7	12.7	19.1
11-20	185.5	26.9	28.2
20 +	140.8	20.4	15.3

The data indicates that 60% of the professional staff have 6+ years of teaching experience. 25% of all teaching staff hold advanced graduate degrees.

20.4% of the teaching staff have 20+ years in education.

The district participates in selected association meetings, conferences, and job fairs that target administrators, minorities, and bilingual certified teachers.

Current education research indicates new teachers entering the profession are at an all time low (neaToday, 2016).

Salaries are a significant factor in teacher recruitment as well as retention, especially as new teachers realize the highly demanding commitments required beyond the actual school day and week for planning, professional development, and classroom preparation. For this reason, it is important that the district note the data regarding salaries provided by TEA (2018) specific to Bastrop ISD.

2017-2018 Average Salaries (regular duties only):		
Staff	District Average	State Average
Teachers	\$50,436	\$53,334
Professional Support	\$57,815	\$63,165
Campus Administration	\$77,704	\$77,712

Staff Quality, Recruitment, and Retention Strengths

The strengths are listed below:

1. The district has made concerted efforts to provide relevant and on-going professional development for staff members across grade levels and content areas to support high quality instruction.
2. The district has approved a \$6,000 stipend for all teachers who are bilingual certified and occupy a bilingual classroom in an effort to attract educators to this high demand field.
3. The district has an established partnership with the Bastrop Education Foundation which offers grants for innovative practices.
4. The district attends multiple job fairs at Tier 1 universities with principal participation, holds a in district job fair, and has increased the social media recruiting efforts through Facebook, Twitter, and LinkedIn.
5. Bastrop ISD is in year two of the district-wide teacher mentoring program.
6. Bastrop ISD is a District of Innovation (DOI) which allows flexibility with hiring high demand and/or hard to fill areas as well as out-of-state applicants.
7. The district has formally partnered with universities and colleges to work with graduating education majors to offer student teaching assignments with Bastrop ISD.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: BISD employs a disproportionate staff to student ratio in bilingual programming. **Root Cause:** Statewide there is a limited applicant pool for bilingual positions.

Problem Statement 2: BISD employs 40% of teachers with less than 6 years of experience. **Root Cause:** The mentoring and support program needed for teachers is not implemented with fidelity and average teacher salaries are 5.4% below state average.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

During the 2018-2019 school year, the Curriculum and Instruction Department engaged with campus leaders, including principals, instructional coaches, and teacher leaders, to conduct a needs assessment of our current literacy practices. In working on their needs assessment, the Special Programs team identified that BISD did not have an effective, focused comprehensive reading training program that is relevant to students, begins with K-2 and continues through high school, and includes coaching/modeling support through master teachers, ICs and campus leaders. The C&I Department held collaborative conversations with campus leaders in November, December, January, and February to:

- Review philosophy and current practice of balanced literacy;
- Examine the intersection of literacy instruction with bilingual services, dyslexia supports, special education services, and RtI programming;
- Determine impact of new TEKS and resources on literacy instruction;
- Identify key areas where structure was needed such as definition of balanced literacy components and instructional minutes framework; and
- Identify initial implementation focus.

Based on this work, an outline of Balanced Literacy - The BISD Way was developed and presented to teacher leaders for feedback and collaboration on what was needed for successful implementation. These teacher leaders identified resources and training as supports needed for successful implementation. It was noted that training for all literacy teachers in BISD was needed to ensure successful implementation. In April and May 2019, all K-6 teachers received a ½ day training on the new ELA TEKS and the new BISD Balanced Literacy Framework.

In 2018-2019 BISD successfully launched their Curriculum Website which houses all curriculum documents and instructional resources in one location for each subject and grade. Each unit of study on the BISD Curriculum website includes: Year-at-a-Glance (YAG) documents, the Instructional Focus Document (IFD), Vertical Alignment document from TEKS Resource System, Required and Recommended resources, B.I.G. 8 Instructional Strategies, and Assessment and Data resources. Successful implementation was evidenced by use of documents in PLC planning and in alignment of the standards sequenced and taught with district documents as documented in walkthroughs. In summer 2019, the district hosted a record number 150 teachers during two weeks of Curriculum Council. Districtwide teacher teams worked on refining and revising the districts Required and Recommended Resources and on developing district wide common assessments for initial units.

While there was evidence of emphasis on alignment of the written curriculum in planning, it was determined that there is a need for emphasis in planning on the How - or instructional delivery - of the instruction. With the launch of the curriculum website, there had been less emphasis given to the District's

instructional guide - the B.I.G. 8 strategies, which incorporated sheltered instruction strategies.

Assessment

During the 2018-2019 school year Academic Targets continued to be reviewed with focused data protocols to identify student and campus areas for growth by standard. AT questions included released STAAR items and questions that were modeled from STAAR. A blueprint was created for each AT, following the 60-65% Readiness Standards and 35-40% Supporting Standards percentages on STAAR. Mock STAAR assessments were composed of 100% STAAR questions from previously released tests. They followed TEA blueprints exactly and were not vetted on campuses. The district provided more structure for common assessments in the 2018-2019 school year, outlining that all core subjects in 2nd-12th grades need to give at least 4 common assessments per year that were recorded in the district's data system, Eduphoria.

PLCs

During the 2018-2019 school year, C&I staff worked to support campuses with their implementation of Professional Learning Communities (PLCs). Many campuses provided extended planning time for teacher teams in an effort to help them fully engage in PLC work. It was determined that there is an inconsistent understanding of the purpose, including the breadth and scope, of PLC work, the connection of PLC work to current district documents and processes, and how to best manage and use the weekly PLC time at elementary, intermediate, and middle school campuses. There currently are no written district guidelines or parameters for the workings of a PLC, and there has not been any training provided by the district for PLCs in at least the past three years.

Shelterd Instruction/Bilingual Program

In 2018-2019, BISD implemented a new bilingual instructional model across elementary and intermediate campuses. The new model allows for consistency in the percentage of instruction that is provided in Spanish versus the percentage of instruction provided in English. The model is intended to begin the bridging of Spanish to English at the primary grade levels to promote earlier acquisition of English. Rapid introduction of English is promoted in order to exit the EL program in two to five years.

As mentioned above, the instructional strategies included on the BISD C&I Website (written curriculum) include best practices in Sheltered Instruction. The use of these strategies supports all learners, especially those identified as English Learners. BISD facilitates Sheltered Instruction cohorts for secondary teachers through which coaching and PLC planning support is provided. The EL department hosts multiple ESL academies to provide training for teachers and support their attainment of ESL certification.

BISD recognizes the inconsistent implementation of the newly adopted bilingual instructional model across its campuses. This inconsistency was highlighted through the analysis of TELPAS achievement, students taking Spanish STAAR exams, district-level observations and walk-throughs, and conversations with campus administration.

Digital Initiatives

The Digital Learning team guides its focus for the year based on Campus and District Improvement Plans, Curriculum & Instruction initiatives, and the

District Strategic Plan. Digital Learning Specialists visit campuses weekly to provide ongoing support and training, and the Digital Learning Department offers free online, self-paced Professional Development opportunities open to all staff.

Campus Library Media Specialists provide basic technology training and support at the beginning of the year, and ongoing support throughout the year (both to support established campus goals, and specified needs as they arise). Our elementary Library Media Specialists and Lab Managers collaborate in their curriculum, with the LMS serving as Teacher of Record and assisting in increasing the rigor and differentiation in our Computer Specials rotations. Our LMSs also have well-inventoried Makerspaces in their libraries, and the curriculum to incorporate these items into various subject matters.

To increase district-wide integration of technology into the classroom, the Digital Learning Department promotes various digital challenges throughout the year, and has developed Digital Learning Checkout Kits that are loaned to campuses by request. Curriculum Specialists also collaborate with the Digital Learning Department to further integrate the Technology Application TEKS into the district curriculum, and the Curriculum & Instruction Department provides access to a program called Read&Write which offers language and literacy supports for all students and staff.

The Digital Learning Department is supporting the district technology initiative that provided each classroom with a flatscreen for instructional use. The department is also providing support for all teachers receiving new devices containing apps to make the screen and mobile device more interactive through annotation, aiding in classroom management, and for surveys or exit tickets.

Instruction for Students with Disabilities

BISD offers a continuum of instructional services for students with disabilities. This continuum includes dyslexia intervention as a general education service, co-teaching in the general education setting, special education resource instruction through modified curriculum, and special education life skills instruction through adapted curriculum.

Co-teaching is a common practice in BISD and is implemented through training for co-teaching partners and administrators. Observations and perception data from administrators revealed that the most commonly used model of co-teaching is 1 Teach, 1 Assist. BISD recognizes the need for additional training, monitoring and support of multiple models of co-teaching instruction.

BISD currently uses the following programs primarily to provide intervention and instruction to students with Disabilities in Dyslexia, Resource, and Life Skills:

1. Lindamood-Bell, Basic Language Skills, Wilson Reading and Project Read for Dyslexia services
2. Read 180/System 44 for Resource Reading Intervention grades K-12
3. Do the Math for Resource Math Intervention grades 3-4
4. Math 180 for Resource Math Intervention grades 5-6
5. Unique Learning and News 2 You Curriculum for Life Skills grades Pk-12

Services for Dyslexia are provided by trained Dyslexia personnel at least 4 days per week for 45 minutes per session. IEP services are provided according to the student's unique needs, but are recommended on a daily basis for fidelity in program implementation.

After conducting walk-throughs and reviewing program data, it is evident that when the programs are used with fidelity, the students demonstrate growth in lexile and quantile levels, which would improve achievement on state assessments. BISD recognizes that there is a lack of consistency in implementation of the programs provided for instruction in resource settings.

Curriculum, Instruction, and Assessment Strengths

1. Successful inaugural year of the BISD Curriculum Website.
2. Collaborative partnerships with campus leaders, including teacher leaders, to identify needs and design BISD literacy framework.
3. Documented alignment in classrooms with BISD sequence and pacing curriculum document (YAG).
4. Increased teacher participation in Curriculum Council leading to more input into Recommended and Required Resources.
5. More structure provided for common assessment implementation.
6. Special Education Teachers trained in Dyslexia Intervention at all 6 Elementary Schools.
7. District-Wide alignment of intervention programs for students in Resource settings.
8. Full continuum of instructional services for students with disabilities
9. Establishment of Early Exit bilingual model

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is inconsistency in literacy instruction across campuses in BISD. **Root Cause:** BISD lacks a defined balanced literacy framework that ensures differentiation in both reading and writing instruction for all students.

Problem Statement 2: Opportunities for students to engage in new content through academic conversations and structured questioning sessions were not routinely observed in classrooms. **Root Cause:** BISD lacks a focus on instructional delivery during planning and walkthrough feedback and support.

Problem Statement 3: BISD lacks consistent implementation of campus PLCs that focus on the work of the 4 essential questions. **Root Cause:** BISD does not have clearly defined parameters or processes for PLC implementation.

Problem Statement 4: Co-teaching models are implemented inconsistently across BISD. **Root Cause:** Instructional leaders lack expertise in providing feedback that supports the implementation of effective co-teaching approaches that align with the Bastrop Instructional Guide.

Problem Statement 5: Resource Intervention Programs are implemented inconsistently across BISD campuses. **Root Cause:** Teachers lack time to plan collaboratively with colleagues to improve the implementation of Special Education instructional resources.

Problem Statement 6: Students in Special Education are not making adequate growth in Reading to close the achievement gap. **Root Cause:** Elementary Special Education Reading Teachers have varied training and skills in early literacy development.

Problem Statement 7: BISD lacks consistent implementation of sheltered instruction strategies at all grade levels serving English learners. **Root Cause:** Lack of support system to make the shift to the new bilingual instructional model and monitoring of sheltered instructional practices.

Parent and Community Engagement

Parent and Community Engagement Summary

All BISD campuses offer opportunities for parent and family engagement to strengthen academic achievement. In order to build a dynamic home-school partnership, campuses offer events such as: monthly family nights, open house, Literacy night, Fall Festivals, and Spring Carnivals. Additionally, district wide events such as the Back to School Bash, Empowerment Academy, Thanksgiving celebrations and Winter Blast are sponsored in collaboration with community agencies in an effort to do outreach, provide resources and community services to the community at large.

Bastrop ISD enjoys strong community and business partnerships as evidenced 'We Believe in BISD', the Bastrop Education Foundation (BEF), the Bastrop Economic Development Corporation (BEDC), and the city/county agencies. We Believe in BISD is a partnership between the Bastrop Chamber of Commerce and the Bastrop ISD. Its purpose is to unite the community and local businesses to support the school district. Business partners make campus visits in an effort to show support to students and staff through positive thoughts, words, and deeds. BEF is a local, philanthropic organization that is committed to improving education and educational opportunities throughout the community by awarding grants to district educators and recognizing exemplary students and educators. Since BEF's inception, the Foundation has awarded grants to BISD educators totaling over \$1,500,000.00. BISD partners with the BEDC to produce an award-winning career & job fair for high school students each spring. The effort is primarily implemented by the BEDC and includes guest speakers, college and career counsel, interview skills, and more. The district also enjoys a partnership with the city, as evidenced by the Youth Advisory Council that is a City Council board in its second year, and well as student pledgers who are invited to each city council meeting. Finally, the district enjoys community partnership with Bastrop PD, the Bastrop Co. Sheriff's Dept., and the Texas DPS for safety and security training and emergency response.

Parent and Community Engagement Strengths

1. All district campuses, with exception of Bastrop High School, have an active Parent Teacher Association (PTA). The district Parent Involvement Liaison collaborates with all PTA Board members and helps facilitate training.
2. Title I campuses conduct two annual Title I parent meetings (Fall and Spring) to inform parents and families about Title I requirements and programming and to seek input.
3. In an effort to increase collaboration with community agencies, BISD, in collaboration with Bastrop County Cares, hosts monthly inter-agency meetings and Early Childhood Intervention meetings.
4. We Believe and BEF are examples of business partnerships that provide financial support to campuses, which strengthen and deepen the educational opportunities given to BISD students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family engagement expectations from campus to campus are not consistent. **Root Cause:** Training is needed for campus leaders on updated parent/family engagement requirements.

Problem Statement 2: Low parent attendance and participation during Title I, PTA, and parent classes. **Root Cause:** There is a perception that schools are not welcoming.

Problem Statement 3: Mentoring and volunteering numbers have stagnated. **Root Cause:** There is a lack of an infrastructure for the volunteer process.

District Context and Organization

District Context and Organization Summary

In efforts to maximize instructional time throughout the district all campuses have done a needs assessment to ensure that the master schedule meets the needs for high quality time on task. 2019-2020 campus schedules were created with an increased focus on an alignment of the literacy block. Elementaries adjusted the instructional day to allow more planning and targeted intervention time for teachers. On the middle school campuses, grade level core teams meet for PLCs from 8:00-8:45 a.m. two mornings a week (prior to first period). In many instances these teachers also have a common conference period. In high schools, STAAR-tested subject teams have a built-in PLC period daily. This focused planning and data analysis time helps maximize the instructional time.

BISD understands the need to increase counseling and social work presence on our campuses. We are proud to share that we have partnered with Communities in Schools this year to provide an additional social worker at every elementary campus and at Gateway. Communities in Schools has a proven track record of supporting struggling students and their families that have a hard time accessing and navigating the maze of public and private services. Though there may be ample resources in a community, campuses need more support on the ground level to connect these resources to students who need them most. Our CIS school-based coordinators, will bring community resources into schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and will be able to leverage relationships and local resources to drive results.

With an awareness that our high schools have students who have dealt with the effects of trauma for an extended amount of time, we are adding a social worker to each of our comprehensive high schools to assist the existing 3 counselor/1 social worker model. This addition will help the high schools to provide supports to more students in need of services.

The district will continue to implement the ACE after school program with funding from the 21st Century Grant. This funding will continue to support and create high quality enrichment and academic tutoring for high need/at risk students at 10 campuses and include transportation for students.

District Context and Organization Strengths

1. Increased social worker support at elementary and high school campuses.
2. The district will add an ELA intermediate position to its curriculum specialists for math, science, ELA and social studies for grades PK-12 to increase literacy focus. The curriculum specialists are able to ensure curriculum is vertically and horizontally aligned throughout the district through their work with the district curriculum council and the development of aligned district assessments.

BISD uses the instructional specialist model in all areas of curriculum, which includes digital learning, ELL strategies and differentiation to support

professional development throughout the district.

4. Campus leadership will lead the PLC structure within each campus.
5. The superintendent meets with high school student advisory council

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: PLCs are not providing an adequate, systemic approach for teacher professional growth. **Root Cause:** PLC processes and procedures need to be reviewed and training infrastructure set up.

Technology

Technology Summary

The Technology Department at Bastrop ISD strives to provide innovative solutions to promote student achievement. Bastrop ISD provides personalized and blended learning opportunities through district-supported screener assessments and tiered online intervention programs that are personalized to the individual student's needs. Many of our online programs utilize single sign on options, offering ease of access for both students and staff, while also providing valuable usage data to help as programs are evaluated. Online instructional materials are evaluated for appropriateness and accuracy using a district approval process through the Curriculum & Instruction Department. Our infrastructure is bolstered with wireless network and bandwidth upgrades, and we continue to update, refresh, and increase our device to user ratio to allow for more access during, and outside of, the school day. These efforts provide a strong foundation as we move forward with a focus on digital learning and preparing our students with the knowledge and skills needed to be future ready.

Technology Strengths

1. Digitizing paper processes
2. 2:1 student device ratio
3. Responsive technology support
4. Promote innovation through collaborative learning environment
5. Platform agnostic
6. Full wireless internet coverage on all district campuses

Problem Statements Identifying Technology Needs

Problem Statement 1: Inconsistent technological integration across the curriculum is present due to the lack of the formal establishment or expectation of basic technology proficiency standards by district faculty. **Root Cause:** Our District Vision Statement has prioritized other faculty and staff gaps in previous years, with less focus on technology proficiency.

Priority Problem Statements

Problem Statement 1: Co-teaching models are implemented inconsistently across BISD.

Root Cause 1: Instructional leaders lack expertise in providing feedback that supports the implementation of effective co-teaching approaches that align with the Bastrop Instructional Guide.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Resource Intervention Programs are implemented inconsistently across BISD campuses.

Root Cause 2: Teachers lack time to plan collaboratively with colleagues to improve the implementation of Special Education instructional resources.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Students in Special Education are not making adequate growth in Reading to close the achievement gap.

Root Cause 3: Elementary Special Education Reading Teachers have varied training and skills in early literacy development.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Students with disabilities are disproportionately placed in disciplinary settings.

Root Cause 4: Lack of consistent implementation of CBS program components on all BISD campuses.

Problem Statement 4 Areas: District Culture and Climate

Problem Statement 5: There is inconsistency in literacy instruction across campuses in BISD.

Root Cause 5: BISD lacks a defined balanced literacy framework that ensures differentiation in both reading and writing instruction for all students.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Opportunities for students to engage in new content through academic conversations and structured questioning sessions were not routinely observed in classrooms.

Root Cause 6: BISD lacks a focus on instructional delivery during planning and walkthrough feedback and support.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: BISD lacks consistent implementation of campus PLCs that focus on the work of the 4 essential questions.

Root Cause 7: BISD does not have clearly defined parameters or processes for PLC implementation.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: BISD lacks consistent implementation of sheltered instruction strategies at all grade levels serving English learners.

Root Cause 8: Lack of support system to make the shift to the new bilingual instructional model and monitoring of sheltered instructional practices.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: BISD teachers are not adequately trained on instructional strategies that support differentiated populations.

Root Cause 9: Steady growth of all Special Populations (Eco Dis, EL, Special Programs, At-Risk) in BISD.

Problem Statement 9 Areas: Demographics

Problem Statement 10: On all STAAR exams, students categorized as English Learners are scoring significantly lower than their non-EL peers.

Root Cause 10: Lack of consistent implementation of strategies to differentiate for students' linguistic needs.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: TELPAS beginner and intermediate proficiency levels increased from 2018.

Root Cause 11: Lack of system implementation to progress monitor proficiency within the TELPAS domains.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: Students in Special Education are not making adequate growth in Reading to close the achievement gap.

Root Cause 12: Elementary Special Education Reading Teachers have varied training and skills in early literacy development.

Problem Statement 12 Areas: Student Achievement

Problem Statement 13: Discrepancies in referral coding are causing unclear data reports on behavioral issues.

Root Cause 13: PEIMS audit found a 40-60% variance in discipline record coding.

Problem Statement 13 Areas: District Culture and Climate

Problem Statement 14: BISD employs a disproportionate staff to student ratio in bilingual programming.

Root Cause 14: Statewide there is a limited applicant pool for bilingual positions.

Problem Statement 14 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 15: BISD employs 40% of teachers with less than 6 years of experience.

Root Cause 15: The mentoring and support program needed for teachers is not implemented with fidelity and average teacher salaries are 5.4% below state average.

Problem Statement 15 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 16: Family engagement expectations from campus to campus are not consistent.

Root Cause 16: Training is needed for campus leaders on updated parent/family engagement requirements.

Problem Statement 16 Areas: Parent and Community Engagement

Problem Statement 17: Low parent attendance and participation during Title I, PTA, and parent classes.

Root Cause 17: There is a perception that schools are not welcoming.

Problem Statement 17 Areas: Parent and Community Engagement

Problem Statement 18: Mentoring and volunteering numbers have stagnated.

Root Cause 18: There is a lack of an infrastructure for the volunteer process.

Problem Statement 18 Areas: Parent and Community Engagement

Problem Statement 19: PLCs are not providing an adequate, systemic approach for teacher professional growth.

Root Cause 19: PLC processes and procedures need to be reviewed and training infrastructure set up.

Problem Statement 19 Areas: District Context and Organization

Problem Statement 20: Inconsistent technological integration across the curriculum is present due to the lack of the formal establishment or expectation of basic technology proficiency standards by district faculty.

Root Cause 20: Our District Vision Statement has prioritized other faculty and staff gaps in previous years, with less focus on technology proficiency.

Problem Statement 20 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: September 11, 2019

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 1: By June 2020, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Source(s) 1: BISD Police Dept. documentation, Safe Schools Audits

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Implement and annually review a comprehensive safety plan that includes safety training for students, faculty, and staff.		District & Campus Safety Teams	Increased staff emergency preparation and students feeling more safe in the learning environment.				
2) Increased collaboration with local law enforcement agencies in campus-based emergency response training.		District & Campus Safety Teams	Increased staff emergency preparation and students feeling more safe in the learning environment.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 2: By June 2020, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

Evaluation Data Source(s) 2: PEIMS discipline data (current & longitudinal)

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) BISD will continue to focus on fidelity of implementation of the BISD Discipline Matrix. District-led administrator meetings will continue to train staff on consistency in processes and procedures for referral data entry and analysis.		Associate Supt. C&I , RtI Behavior Coordinator, Campus Administrators	Less variance in coding discipline referrals throughout the district.				
Problem Statements: School Culture and Climate 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Discrepancies in referral coding are causing unclear data reports on behavioral issues. Root Cause 1: PEIMS audit found a 40-60% variance in discipline record coding.

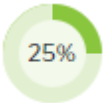
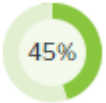

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 3: By June 2020, 100% of staff will be trained in trauma, sexual abuse, human trafficking, and other maltreatment of children.

Evaluation Data Source(s) 3: Trauma Training agendas, sign-ins (August & Monthly Faculty Mtgs) & Safe Schools Audits

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools 1) 100% of BISD staff participated in the Trauma Informed Schools training to further understand how trauma and grief impacts student learning and behavior.</p> <p>Continued trauma training will be spiraled throughout the school year through faculty meetings.</p>		District Trauma Team & Counselors & Social Workers	Staff will have an increased understanding and sensitivity to students that are experiencing trauma and grief.				
Funding Sources: 289 - Title IV - 0.00							
<p>TEA Priorities Improve low-performing schools 2) BISD partnered with Communities in Schools to add a social worker at every elementary campus and Gateway.</p>		Director of Student Services, Director of School Improvement & Campus Administration	Staff will have an increased understanding on how to identify children in a variety of unsafe conditions and how to access help for these children.				
<p>TEA Priorities Improve low-performing schools 3) Comprehensive High Schools will add to their counseling team by adding a licensed social worker.</p>		Director of State & Fed Programs & School Improvement & High School principals	Staff will have an increased understanding on how to identify children in a variety of unsafe conditions and how to access help for these children.				
Funding Sources: 199-024 - State Compensatory Education - 0.00							







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

Performance Objective 4: By June 2020, 100% of campuses will have conducted threat assessments with ongoing training and implementation of emergency operations plans.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) District Police Department will conduct threat assessment training for all staff to support the recognition of behaviors that may pose a threat to the campus. All staff will complete Safe Schools modules by September 15 to remain in compliance with safety mandates.		BISD Police Department	There will be an increase in understanding and recognition of potential risks along with creating a safer learning environment for all students.				
2) District Police Department will evaluate and audit all campus multi-hazard emergency operation plans to increase safe and supportive school environments.		BISD Police Department	There will be an increase in understanding and recognition of potential risks along with creating a safer learning environment for all students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

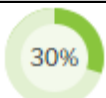
Performance Objective 5: By June 2020, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.



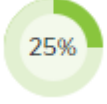




ISS from 6,752 to 6,414
 OSS from 1,196 to 1,136
 DAEP from 438 to 416

Evaluation Data Source(s) 5: PEIMS discipline data (current & longitudinal)

Summative Evaluation 5:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools 1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS).</p>		<p>Leader: Behavior RtI Coordinator</p> <p>Others Involved: Campus Administrators, PBIS Committees, Classroom Teachers, Behavior Interventionists, Behavior Specialist, Director of Student Services</p>	<p>1.) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2.) Impact can be measured by PBIS data collection during November and March using Campus Reflection Sheets.</p>	 30%			
<p>Problem Statements: School Culture and Climate 1 Funding Sources: 289 - Title IV - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Improve low-performing schools 2) Consistently implement and support a district-wide Behavior Response to Intervention Program.		Leaders: Behavior RtI Coordinator Others: Campus Administration, District Behavior Specialist, Director of Student Services	1.) Implementation can be measured by discipline data and the SEL surveys. 2.) Impact can be measure by improved behavior and academic performance.	 20%			
				Funding Sources: 289 - Title IV - 0.00			
TEA Priorities Improve low-performing schools 3) District-Wide implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and campuses.		Leaders: Behavior RtI Coordinator Others: Campus Administration, District Behavior Specialist, Director of Student Services	1.) Implementation can be measured by discipline data and the SEL surveys. 2.) Impact can be measure by improved behavior and academic performance.	 25%			
				Funding Sources: 289 - Title IV - 0.00			
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Support consistent implementation of the quality indicators of effective behavior classrooms and programs across all BISD campuses.	2.4, 2.5, 2.6	Leader: District Behavior Specialist Others Involved: Behavior Interventionists, Campus Administrators, Associate Director of Special Programs, Director of Special Programs	a) Implementation can be measured by campus program walk-through schedule and use of a district-wide observation tool b) impact can be measured by an increase in observed quality indicators across the district and a decrease in disproportionate disciplinary placements of special education students.	 25%			
				Problem Statements: School Culture and Climate 2 Funding Sources: 199-023 Special Education Program - 6500.00			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:

School Culture and Climate
Problem Statement 1: Discrepancies in referral coding are causing unclear data reports on behavioral issues. Root Cause 1: PEIMS audit found a 40-60% variance in discipline record coding.
Problem Statement 2: Students with disabilities are disproportionately placed in disciplinary settings. Root Cause 2: Lack of consistent implementation of CBS program components on all BISD campuses.

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 1: By June 2020, 85% of Kinder-8th grade students will make one year's growth in their reading level.




By June 2020, STAAR EOC ELA will increase student performance at Meets by 5 percentage points.



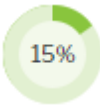

- English I (36% to 41%)
- English II (41% to 46%)

Evaluation Data Source(s) 1: Benchmark Assessment System (BAS), Istation & 2020 STAAR EOC Results

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>1) Provide written guidance for Balanced Literacy the BISD Way including definition of balanced literacy components, correlation to new ELA TEKS, instructional minutes structure, and required and recommended resources, screeners, and progress monitoring requirements.</p>		Leaders: District ELA Specialists, Director of Accountability and Curriculum Others Involved: EL and Instructional Specialists, Director of EL Services, Campus Leadership, Instructional Coaches	Implementation can be measured by: evidence of instructional minutes followed, observation of use of required resources, progress monitoring results. Impact can be measured by increase in students' reading level as measured by running records throughout the year; TPRI/Tejas LEE; and state assessment results.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 255 - Title II - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>2) Provide professional learning opportunities, including coaching, to teachers, campus administrators, and instructional coaches regarding BISD balanced literacy framework, new resources, guided reading, and station implementation. Professional learning for instructional coaches regarding effective coaching cycles will also be provided.</p>		<p>Leaders: District ELA Specialists, EL Elementary Specialists, Director of Accountability and Curriculum, Associate Superintendent of Academics.</p> <p>Others Involved: Director of EL Services, EL and Instructional Specialists, Campus Leaders, and Instructional Coaches.</p>	<p>Implementation will be measured by: training sign-in sheets, walkthrough data indicating use of resources and balanced literacy practices, and coaching cycles to support literacy implementation.</p> <p>Impact will be measured by: increase in students' reading level as measured by running records throughout the year; TPRI/Tejas LEE; and state assessment results.</p>				
				<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 255 - Title II - 0.00</p>			
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>3) Create and implement guided reading walkthrough form in order to provide consistent, calibrated feedback to teachers.</p>		<p>Leaders: Director of Accountability and Curriculum, ELA Specialists, Associate Superintendent of Academics.</p> <p>Others Involved: EL and Instructional Specialists, Director of EL Programs, Director of School Improvement Campus Leaders, Instructional Coaches.</p>	<p>Implementation will be measured by: Data collected in walkthrough form evidencing alignment with district guided reading practices.</p> <p>Impact will be measured by: ncrease in students' reading level as measured by running records throughout the year; TPRI/Tejas LEE; and state assessment results.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is inconsistency in literacy instruction across campuses in BISD. Root Cause 1: BISD lacks a defined balanced literacy framework that ensures differentiation in both reading and writing instruction for all students.</p>

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 2: By June 2020, BISD will increase :

Special Education Meets Student Performance :

-Reading (11% to 15 %) & Math (15% to 20%)

English Learner Meets Student Performance:

-Reading (20% to 25%) & Math (32% to 40%)

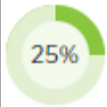
Overall Student Progress Performance:

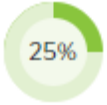
-Reading (62% to 70%) & Math (62% to 75%)



Evaluation Data Source(s) 2: 2020 STAAR results

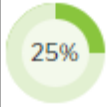


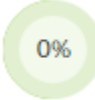

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Support campus instructional leaders in the implementation and monitoring of the use of an expanded range of effective co-teaching approaches that align to the B.I.G. 8 Strategies.</p>	2.4, 2.6	<p>Leaders: Director of Special Programs, Associate Director of Special Programs, Special Education Instructional Specialist Others Involved: Special Education Coordinators, Campus Leadership, District Instructional Specialists, Campus Instructional Coaches, Special Education Teachers</p>	<p>a) Implementation can be measured by: the use an aligned walk-through form on a scheduled basis with campus instructional leaders</p> <p>b) Impact can be measured by an increase in the use of co-teach approaches other than 1 teach: 1 assist/observe; impact can be measured by increased number of students in co-taught classrooms meeting state standards.</p>				
Problem Statements: Curriculum, Instruction, and Assessment 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Support teachers and administrators to implement Resource intervention programs with fidelity across BISD campuses.</p>	2.4, 2.6	Leaders: Director of Special Programs, Associate Director of Special Programs, Special Education Instructional Specialist Others Involved: Special Education Coordinators, Campus Leadership, District Instructional Specialists, Campus Instructional Coaches, Special Education Teachers	a) Implementation will be measured by a schedule of program PLCs for teachers to receive training and collaborate with one another; twice-yearly program monitoring meetings with campus administrators. b) Impact can be measured by sufficient progress based on the individualized goals of students and increases lexile and quantile measures for all students enrolled in intervention programs.				
Problem Statements: Curriculum, Instruction, and Assessment 5 Funding Sources: 199-023 Special Education Program - 50000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>3) Support Elementary Special Education Teachers in implementing newly acquired training to teach early reading skills to students.</p>	2.4, 2.6	<p>Leaders: Director of Special Programs, Dyslexia Coordinator, Special Education Instructional Specialists Others Involved: Special Education Administrators, Campus Leadership, Campus Instructional Coaches, Special Education Teachers</p>	<p>a) Implementation can be measured by the consistent observations of teachers utilizing BLS materials and strategies with specific groups of students.</p> <p>b) Impact can be measured by sufficient progress in development of basic language skills as measured by district-adopted progress monitoring tools and state assessments.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) Support and monitor the implementation of the transitional bilingual early-exit model district-wide by providing focused support on second language acquisition and sheltered instruction.</p> <p>- Comprehensive professional development plan centered on balanced literacy components and Big 8 strategies.</p>		<p>Leader: Director of Bilingual and English Learner Programs</p> <p>Others: Bilingual/EL Specialists, Associate Superintendent of Academics, Campus Leaders</p>	<p>Measured by documented use of Big 8 strategies; supports provided by language acquisition level. Impact: Measured by increase of EL students moving at least one language proficiency level in TELPAS and by increase in EL student progress in STAAR.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Support secondary campuses with sheltered instruction implementation district-wide. Creation of Big 8 Champion cohort-a group of highly trained individuals who will facilitate the understanding and implementation of sheltered instruction at all content-tested PLCs.		Leader: Director of Bilingual and English Learner (EL) Programs Others Involved: Associate Superintendent of Academics, Campus Leaders, Bilingual Specialists	Implementation can be measured by targeted walk-through data, and District Benchmark data. Impact: Measured by increase of EL students moving at least one language proficiency level in TELPAS and by increase in EL student progress in STAAR.	 25%			
Problem Statements: Student Achievement 1 Funding Sources: 263 - Title III - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: On all STAAR exams, students categorized as English Learners are scoring significantly lower than their non-EL peers. Root Cause 1: Lack of consistent implementation of strategies to differentiate for students' linguistic needs.
Problem Statement 2: TELPAS beginner and intermediate proficiency levels increased from 2018. Root Cause 2: Lack of system implementation to progress monitor proficiency within the TELPAS domains.
Curriculum, Instruction, and Assessment
Problem Statement 4: Co-teaching models are implemented inconsistently across BISD. Root Cause 4: Instructional leaders lack expertise in providing feedback that supports the implementation of effective co-teaching approaches that align with the Bastrop Instructional Guide.
Problem Statement 5: Resource Intervention Programs are implemented inconsistently across BISD campuses. Root Cause 5: Teachers lack time to plan collaboratively with colleagues to improve the implementation of Special Education instructional resources.
Problem Statement 6: Students in Special Education are not making adequate growth in Reading to close the achievement gap. Root Cause 6: Elementary Special Education Reading Teachers have varied training and skills in early literacy development.

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 3: By June 2020, BISD will increase the overall Student Performance at Meets by 9 percentage points (37% to 46%) & Masters by 5 percentage points (15% to 20%).

Math - Meets (39% to 46%) Masters (18% to 23%)

Reading - Meets (34% to 44%) Masters (12% to 17%)

Writing - Meets (22% to 31%) Masters (5% to 10%)



Science - Meets (44% to 51%) Masters (17% to 22%)






Social Studies - Meets (44% to 50%) Masters (25% to 30%)

Evaluation Data Source(s) 3: 2020 STAAR Results

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Provide professional learning to teachers, campus leaders, and instructional coaches on the Bastrop Instructional Guide (B.I.G. 8).</p>		<p>Leaders: C&I Specialists and Coordinators, Director of Accountability and Curriculum. Others Involved: Director of EL Programs, Director of Special Programs, Associate Superintendent of Academics</p>	<p>Implementation will be measured by: Training sign-in sheet and increased use of B.I.G. 8 strategies in instruction as measured by walkthrough data. Impact will be measured by improvement in common assessment and academic target data, TELPAS speaking, listening, and composite scores.</p>				
				<p>Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 255 - Title II - 0.00</p>			
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Provide B.I.G. 8 implementation supports including B.I.G. 8 and Program Correlation Chart, Updated Instructional Strategies section on curriculum website, and planning focus.</p>		<p>Leaders: C&I Specialists and Coordinators, Director of Accountability and Curriculum, Associate Superintendent of Academics. Others Involved: Director of EL Programs, Director of Special Programs, Campus Leaders, and Instructional Coaches.</p>	<p>Implementation will be measured by: increased use of B.I.G. 8 strategies in instruction as measured by walkthrough data. Impact will be measured by improvement in common assessment and academic target data, TELPAS speaking, listening, and composite scores.</p>				
				<p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>3) Creation and implementation of district-wide walkthrough form focused on B.I.G. 8 and well-managed classroom indicators. Implementation will include on-going calibration between C&I staff, campus administrators, and instructional coaches on B.I.G. 8 implementation and providing effective feedback for teachers.</p>		<p>Leaders: Associate Superintendent of Academics, Director of Accountability and Curriculum.</p> <p>Others Involved: Director of Special Programs, Director of EL Programs, C&I Specialists and Coordinators, Campus Leaders, and Instructional Coaches</p>	<p>Implementation will be measured by: increased use of B.I.G. 8 strategies in instruction as measured by walkthrough data.</p> <p>Impact will be measured by improvement in common assessment and academic target data, TELPAS speaking, listening, and composite scores.</p>	 20%			
Problem Statements: Curriculum, Instruction, and Assessment 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Opportunities for students to engage in new content through academic conversations and structured questioning sessions were not routinely observed in classrooms. Root Cause 2: BISD lacks a focus on instructional delivery during planning and walkthrough feedback and support.</p>


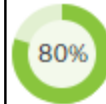
Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)




Performance Objective 4: By June 2020, 100% of BISD administrators, instructional coaches & teacher leaders will be trained in collaborative Professional Learning Communities (PLC) work.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

TEA Priorities: 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide professional learning to campus leaders, teacher leaders, and instructional coaches on the purpose and focus of Professional Learning Communities (PLCs) and building collaborative culture for successful implementation through joint training sessions, including the implementation of the Leadership Development Series and ongoing, monthly dialogue with Instructional Coaches.		Leaders: Director of Accountability and Curriculum, Associate Superintendent of Academics. Others Involved: C&I Specialists and Coordinators, Director of School Improvement, Director of EL Programs, Director of Special Programs.	Implementation will be measured by: Training Sign-In Sheets, increased alignment in PLC work to the essential 4 questions for a PLC. Impact will be measured by increased focus of instructional delivery during PLC conversation and response to student data and by increase in academic target, common assessment, and state assessment achievement.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: 255 - Title II - 0.00, 211 - Title I, Part A - 0.00, 263 - Title III - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>2) Implement District Professional Learning Communities (PLCs) for priority grades and subjects:</p>		<p>Leaders: Curriculum Specialists, Director of Accountability and Curriculum, Associate Superintendent of Academics. Others Involved: C&I EL and Instructional Specialists and Coordinators, Instructional Coaches, Campus Leaders</p>	<p>Implementation will be measured by: Training Sign-In Sheets, increased alignment in PLC work to the essential 4 questions for a PLC.</p> <p>Impact will be measured by increased focus of instructional delivery during PLC conversation and response to student data and by increase in academic target, common assessment, and state assessment achievement.</p>				
				<p>Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: 255 - Title II - 0.00</p>			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>3) Provide high quality on-boarding, mentoring, recruitment, and leadership development opportunities that lead to highly trained and prepared employees.</p> <p>-Expand use of social media platforms for recruitment</p> <p>-Analyze teacher demographic and performance data by campus related to why teachers are leaving the district.</p> <p>- Attend and host job fairs to strategically recruit.</p> <p>-Strengthen partnerships with colleges, universities, and educational related professional organizations.</p>		<p>Executive Director of Human Resources</p>	<p>Recruit, support, retain teachers & principals.</p>				
				<p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 2: BISD employs 40% of teachers with less than 6 years of experience. **Root Cause 2:** The mentoring and support program needed for teachers is not implemented with fidelity and average teacher salaries are 5.4% below state average.

Curriculum, Instruction, and Assessment

Problem Statement 3: BISD lacks consistent implementation of campus PLCs that focus on the work of the 4 essential questions. **Root Cause 3:** BISD does not have clearly defined parameters or processes for PLC implementation.

Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

Performance Objective 5: By June 2020, BISD will increase the percent of graduates meeting College, Career & Military Readiness by 5 percentage points (58% to 63%)

Evaluation Data Source(s) 5:

Summative Evaluation 5:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college 1) Monitor and implement career pathways that lead to industry certification and careers after high school.</p>		<p>Leaders: Director of CTE</p> <p>Others Involved: Campus Leadership</p>	<p>1.) Implementation can be measured by the success rate of students passing and obtaining Industry recognized certifications.</p> <p>2.) Impact will be seen when students that successfully graduate from CTE pathways are qualified to enter the workforce in high demand and high paying occupations.</p>				
<p>TEA Priorities Connect high school to career and college 2) Provide training and support for SAT, ACT, TSI readiness and differentiation in Pre-AP and AP coursework.</p>		<p>Leaders: Director of Accountability and Curriculum</p> <p>Others involved: C&I Specialists, Associate Superintendent of Academics, Campus Leadership</p>	<p>1.) Implementation can be measured by events created to support awareness for post-secondary options, and student surveys of career interests, and academic interests.</p> <p>2.) Impact can be measured by attendees and the development of additional programming to support post secondary readiness such as new pathways, certifications, and increased admissions to all post-secondary institutions.</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 1: By June 2020, we will increase communication with internal and external users by at least 10% through promoting student and staff success, building trust, improving internal communication channels and methods, and strengthening the district's brand and message.

Evaluation Data Source(s) 1: Web stories, social media engagement, survey feedback, mobile app usage

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Create an employee intranet for work group collaboration, promotion of district news, and to streamline internal communication.		Exec Dir of C&CR Web & Multimedia Specialist	Improved internal communications capacity				
2) Continue to standardize social media channels and usage for District and campus users.		Exec Dir of C&CR & Communications Coordinator	Enhanced security and social media records management; expanded followership on social channels				
3) Promote and ensure a positive customer service experience at the District and campuses.		Exec Dir of C&CR	Training materials and schedules				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

Performance Objective 2: By June 2020, BISD will expand the number of community and business partnerships with BISD by 10%.

Evaluation Data Source(s) 2: Increased numbers of volunteers and mentors; expansion of employee perks partnership program; strengthened involvement of business and community organizations

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Hold a variety of community events that represent the diversity of the district and offer opportunities for relationships and stakeholder support.		Supt, Exec Dir of C&CR, PIE/Family Eng Coord.	Schedule of events; increase in trust, education, messaging				
2) Host community meetings that are geographically convenient to increase community engagement of Spanish-speaking families. -Provide bilingual interpretation services for district-level community meetings		Director of BIL/ESL	Schedule of events				
3) Continue to seek feedback from internal and external groups through surveys and other avenues of collection and use the data in decision making.		Exec Dir of C&CR; ACE Project Director; Exec Dir of HR	Surveys conducted; data distributed to appropriate groups for analysis and evaluation				
4) Expand the BISD community ambassadors program targeted towards realtors, developers, and civic leaders.		Exec Dir of C&CR	Ambassador training completed				
= Accomplished = Continue/Modify = No Progress = Discontinue							


Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)




Performance Objective 3: By June 2020, BISD will increase the number of needs-driven district-based family & parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.






Evaluation Data Source(s) 3: increased parent participation and engagement through PTA and planned family activities

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>1) Develop customized training and support plans for Title I campuses in their parental involvement strategies, that support a growing understanding of parental involvement and include parent voice.</p> <p>- Alignment of Parent/Family Engagement (PFE) resources such as: Needs Assessment, & PFE policy, PFE school compacts.</p>		<p>Leader: Parent Family Engagement Team</p> <p>Others involved: Director of Federal Programs, Principals, Director of EL Programs</p>	<p>1) Implementation can be measured by deployment of individual campus support plans and campus participation in training and activities.</p> <p>2) Impact can be measured by increased parental involvement in campus- and district-based activities and strategies</p>				
<p>Problem Statements: Parent and Community Engagement 1, 2</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) District & campuses will provide outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs to support academic achievement.</p> <p>- Family Literacy & Academic Nights -ESL/GED Adult classes</p>		<p>Leader: Parent Family Engagement Team</p> <p>Others involved: Director of Federal Programs, Principals, Director of EL Programs</p>	<p>1) Implementation can be measured by deployment of individual campus support plans and campus participation in training and activities.</p> <p>2) Impact can be measured by increased parental involvement in campus- and district-based activities and strategies.</p>				
<p>TEA Priorities Improve low-performing schools</p> <p>3) EL Department will support language acquisition and literacy initiatives by empowering parents through outreach programs.</p> <p>- Monthly meetings for parents to address literacy skills. -Provide subscriptions to Ready Rosie, a parent communication tool.</p>		<p>Leader: Director of Bilingual Programs</p> <p>Others involved: EL team & principals</p>	<p>Impact can be measured by increased parental involvement in campus- and district-based activities and strategies and increased academic achievement of EL population.</p>				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>4) Outreach to at-risk families (McKinneyVento, Foster Care & Migrant) to identify barriers for parent & family engagement opportunities.</p> <p>- increased materials and home visits (in native language) - transportation & child care</p>		<p>Leader: Parent Family Engagement Team</p> <p>Others involved: Director of Federal Programs, Principals</p>	<p>Impact can be measured by increased parental involvement in campus- and district-based activities and strategies and increased academic achievement of at-risk populations.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Remove communication barriers by ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. - Parent communications within 24 hours - Develop District & Campus translation procedures		Leader: Parent Family Engagement Team Others involved: Director of Federal Programs, Principals, Director of EL Programs	1) Implementation can be measured by time sheets and hours spent in communication. 2) Impact can be measured by increased parent engagement.	 80%			
Funding Sources: 211 - Title I, Part A - 0.00, 263 - Title III - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Family engagement expectations from campus to campus are not consistent. Root Cause 1: Training is needed for campus leaders on updated parent/family engagement requirements.
Problem Statement 2: Low parent attendance and participation during Title I, PTA, and parent classes. Root Cause 2: There is a perception that schools are not welcoming.

Goal 4: We will ensure all school facilities & grounds are maintained and allow students & staff the opportunity to learn & work in an environment that will positively affect health, behavior, engagement, learning, & overall growth in achievement. (SG2 & SG4)

Performance Objective 1: By May 2020, BISD will establish protocols for auditing maintenance processes and conduct needs assessments for all buildings.

Evaluation Data Source(s) 1: Maintenance & Operations checklists

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) BISD will establish preventative maintenance program to include implementation schedules. Utilize work order data to review and optimize maintenance schedules.		Superintendent & CFO	Maintenance procedures will improve school facilities & grounds and allow students & staff the opportunity to learn & work in an environment that will positively affect health, behavior, engagement, learning, & overall growth in achievement.				
2) BISD will seek additional funding opportunities and financial support to improve facilities.		Superintendent & CFO	Additional funding will will improve school facilities & grounds and allow students & staff the opportunity to learn & work in an environment that will positively affect health, behavior, engagement, learning, & overall growth in achievement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: We will ensure all school facilities & grounds are maintained and allow students & staff the opportunity to learn & work in an environment that will positively affect health, behavior, engagement, learning, & overall growth in achievement. (SG2 & SG4)

Performance Objective 2: By May 2020, BISD will improve facilities infrastructures to positively impact campus safety.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Develop & monitor school safety measures to ensure all facilities & grounds provide care, welfare, safety and security for all. - Focus on building design (portable buildings) - Grade configurations		Superintendent & CFO	Measures will improve school facilities & grounds and allow students & staff the opportunity to learn & work in an environment that will positively affect health, behavior, engagement, learning, & overall growth in achievement.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 4: We will ensure all school facilities & grounds are maintained and allow students & staff the opportunity to learn & work in an environment that will positively affect health, behavior, engagement, learning, & overall growth in achievement. (SG2 & SG4)

Performance Objective 3: By October 2019, BISD will establish Citizens Advisory Task Force within the community to identify facilities and school improvement needs.

Evaluation Data Source(s) 3: Committee roster; sign-in sheets, meeting agendas

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Solicit input and cultivate trust with the Citizens Advisory Task Force to determine community needs and desires for campuses.		Superintendent & CFO	Cultivate necessary community support and feedback to successfully pass BISD bond.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: We will ensure all school facilities & grounds are maintained and allow students & staff the opportunity to learn & work in an environment that will positively affect health, behavior, engagement, learning, & overall growth in achievement. (SG2 & SG4)

Performance Objective 4: By May 2020, BISD will have explored all facilities options and associated resources to lessen discipline issues.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Increase the number of cameras to help monitor school safety and behavior.		Technology Department	Increased security measures will lessen campus safety infractions.				
2) Repair & maintain doors and locks to ensure secure buildings for staff & students.		BISD Police Department	Increased campus and building security.				
= Accomplished = Continue/Modify = No Progress = Discontinue							