

Bastrop Independent School District
District Improvement Plan
2020-2021



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 13% growth over the last six years from 9,905 in 2014-2015 to 11,434 in 2019-2020. During the 2016-2017 school year, the district was added to the Texas Education Agency's Fast Growth Districts list. BISD'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 11,434 students, according to our Fall 2019-2020 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, BISD 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			
	17-18	18-19	19-20
Colorado River Collegiate Academy	211	206	218
Bastrop High School	1,352	1,468	1,441
Bastrop Middle School	771	821	852
Cedar Creek High School	1,495	1,583	1,669
Cedar Creek Middle School	831	920	997
Bastrop Intermediate School	786	825	848
Cedar Creek Intermediate School	950	930	927
Mina Elementary School	632	656	633
Emile Elementary School	800	718	750
Red Rock Elementary School	640	627	664
Cedar Creek Elementary School	801	768	824
Bluebonnet Elementary School	791	777	801
Lost Pines Elementary School	648	667	702
Genesis High School	62	115	108
Gateway D.A.E.P. School	50	NA	NA
Total	10,820	11,081	11,434

	Ethnicity 3-year Trend Data					
	17-18		18-19		19-20	
	Number	Percent	Number	Percent	Number	Percent
African American	435	4.02%	411	3.71%	398	3.48%
Hispanic	7,162	66.19%	7,464	67.36%	7,917	69.24%
White	2,860	26.48%	2,807	25.33%	2,699	23.61%

	Special Populations 3-year Trend Data					
	17-18		18-19		19-20	
	Number	Percent	Number	Percent	Number	Percent
Economically Disadvantaged	7,427	68.64%	7,810	70.48%	7,938	69.42%
English Learners	2,792	25.8%	3,079	27.79%	3,543	30.99%
Students Receiving Special Education Services	1,184	10.94%	1,234	11.14%	1,368	11.96%
At-Risk	6,548	60.52%	7,157	64.59%	7,599	66.46%

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 B.I.G. 8 Champion trainings for secondary campuses.

2019-2020 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 (Prioritized): 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

Due to the Governor's cancellation of STAAR in the Spring of 2020, all campuses in the state were issued the same rating for 2020: **Not Rated: Declared State of Disaster**, and no campuses were awarded Distinction Designations. The most recent student achievement data shared below is from 2019 Accountability Data Reports.

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%

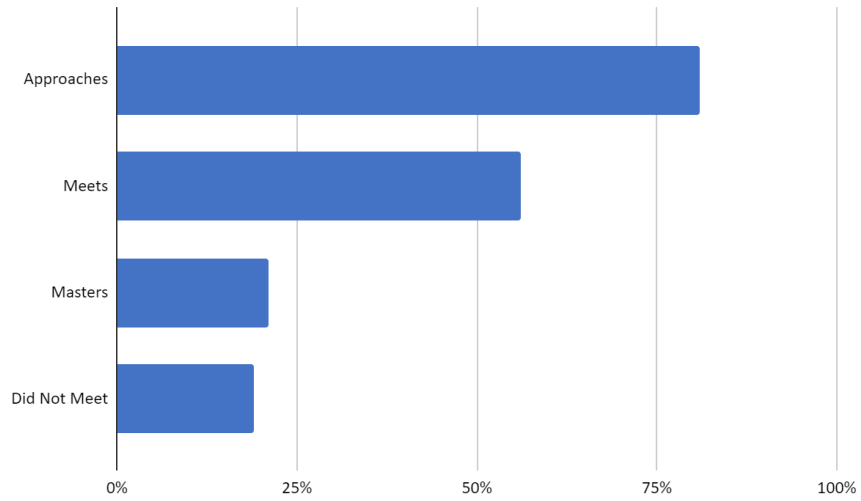
	2019	2018	2017
White	78%	78%	78%
Asian	90%	88%	99%
Two or More Races	73%	71%	71%
Special Education	29%	28%	31%
ELL	44%	43%	52%
Economically Disadvantaged	60%	60%	60%

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.

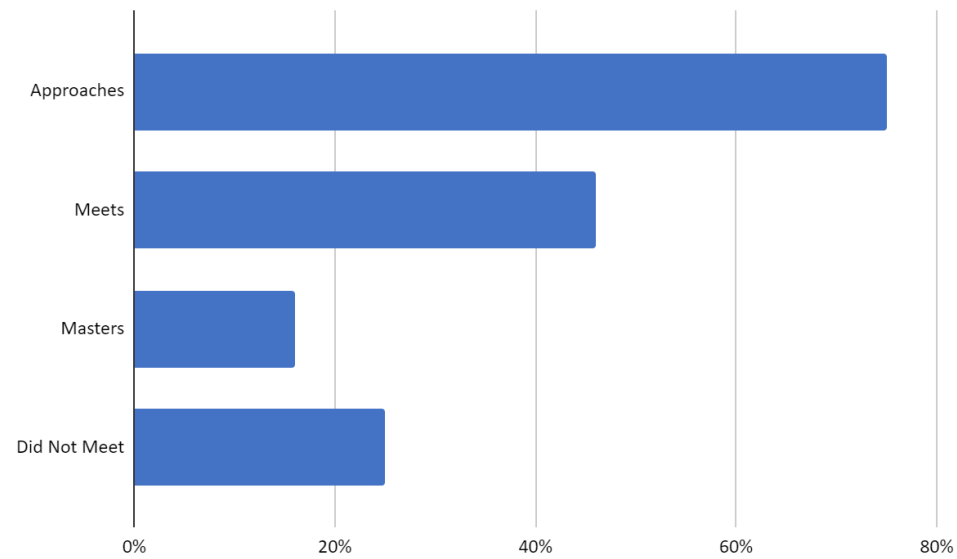
	Did Not Meet GL	Approaches GL	Meets GL	Masters GL
All Subjects	34%	66%	37%	15%
Reading	39%	61%	34%	12%
Math	29%	71%	39%	18%
Writing	50%	50%	22%	5%
Science	25%	75%	44%	17%
Social Studies	32%	68%	44%	25%

Since STAAR was not administered in the Spring of 2020, BISD had K-8 teachers rate students on level of grade level curriculum mastery using a TEKS-aligned rubric. Results of the K-4 and 5-8 literacy ratings are as follows:

K-4 Literacy End-of-Year Teacher Ratings



5-8 Literacy End-of-Year Teacher Ratings



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. BISD was within the TELPAS assessment window when students were sent home due to COVID-19 protective measures. Some students did not complete or participate in this process. The data we do have is presented here as follows:

Kinder - 2nd grade	
Total Number of Students Tested	662
Composite Rating: Beginner	166 (25%)
Composite Rating: Intermediate	318 (48%)
Composite Rating: Advanced	145 (22%)
Composite Rating: Advanced High	33 (5%)
Students who progressed at least 1 proficiency level	260 (39%)

3rd - 12th grade	
Total Number of Students Tested	1936
Composite Rating: Beginner	58 (3%)
Composite Rating: Intermediate	600 (31%)
Composite Rating: Advanced	987 (51%)
Composite Rating: Advanced High	290 (51%)
Students who progressed at least 1 proficiency level	685 (35%)

College, Career, and Military Readiness

While 2020 Accountability Rating were not issued, BISD did receive Class of 2019 College, Career, and Military Readiness (CCMR) data that indicates growth across all campuses and the district in the percentage of graduates meeting the College, Career, and Military Ready status. CCMR is 40% of the Student Achievement Domain Rating and 30% of the Closing the Gaps Domain Rating. We anticipate this data would have had positive impact on the District Rating in Spring 2020. BISD saw a 10 percentage points growth in overall class of 2019 CCMR data as compared to class fo 2018. CCMR Data by Indicator is as follows:

CCMR Indicator	Percentage of Class of 2019 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>	40%
Earned a 3 or higher on AP exam	20%
Dual Credit <i>Earned 3 hours in Math or Reading OR earned a total of 9 hours in any other courses</i>	23%
Industry Based Certifications	2%
Associate's Degree	5%
Enlisted in US Armed Forces	4%
Completed CTE Coherent Sequence Aligned with Industry Certification	13%
Graduate with Completed IEP and Workforce Readiness	1%
Received Special Education Services and Earned Advanced Degree Plan	3%

Student Achievement Strengths

- Overall CCMR indicators from 2018 to 2019 experienced a significant increase, with students earning an Associate's Degree raising from 0% to 4% and students completing a CTE coherent sequence aligned with an industry certification raising from 8% to 54%.
- 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 2020 Panorama Survey Data

Celebrations:

- Staff--How confident are you that you can engage students that are typically not motivated? (76%- up 19%)
- Staff--How confident are you that you can help your mostchallenging students learn? (78%- up 27%)
- Students--If you walked into class upset, how concerned would your teachers be? (83%- up 12%)

Focus Areas:

- Students--How much do you matter to others at the school? (38%- down 10%)
- Students--How much do you feel you belong at school? (45%- down 5%)

Exclusionary Discipline 3-yr Data					
School Year	Expulsions	OSS	ISS	DAEP	Total Referrals
2019-2020	20	804	3,638	288	5,528
2018-2019	73	1,196	6,752	438	8,446
2017-2018	22	927	4,776	273	7,477
2016-2017	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 (Prioritized): 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 (Prioritized): 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 several flagship educational universities and colleges which adds to the ability to recruit well-trained teachers. TEA (2019) recorded years of experience for the professional teaching staff in Bastrop ISD.

2018-2019 BISD Staff Snapshot

Years	District (Actual)	Percentage	State (Percentage)
Beginning	84.2	12.1%	7.0%
1-5	197.9	28.4%	28.9%
6-10	110.8	15.9%	19.0%
11-20	176.4	25.3%	29.3%
20 +	128.3	18.4%	15.7%

The data indicates that 60% of the professional staff have 6+ years of teaching experience. 21% of all teaching staff hold advanced graduate degrees.

18.4% 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.

2018-2019 Average Salaries (regular duties only):

Staff	District Average	State Average
Teachers	\$50,354	\$54,122
Professional Support	\$56,854	\$64,069
Campus Administration	\$79,090	\$78,947

Staff Quality, Recruitment, and Retention Strengths

The strengths are listed below:

Bastrop Independent School District
Generated by Plan4Learning.com

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 three of the district-wide teacher mentoring program offering additional training for lead mentors from National Institute of Excellence in Teaching, NIET.
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.
8. The district has established a classroom teacher of record retention stipend for all classroom teachers of record of 3+ consecutive years of experience with Bastrop ISD.
9. The district offers two free health insurance programs and a \$10,000 life insurance program to all employees.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 6.9% below state average.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

During the 2019-2020 school year, BISD launched the Balanced Literacy the BISD Way approach across elementary, intermediate, and middle school campuses. This coincided with implementation of revised ELAR TEKS in grades K-8. K-6 teachers received two days of training leading into the new school year, which was in addition to a full day of training conducted at the end of the 2018-2019 school year. It was also a year of new resources - we adopted new textbooks, every elementary and intermediate campuses received a leveled library to support guided reading, and every ELA classroom in the district received a 300 book classroom library. Teachers were provided ongoing support through model teaching and coaching by Instructional Coaches, C&I staff and partners from Scholastic, who helped provide initial guided reading training. In 2020-2021 high schools will be implementing new TEKS with new resources, which allows BISD to round out its literacy focus to a PK-12 perspective.

BISD continued its work with Curriculum Council in June 2020 through a virtual 3 day work conference. The focus of the summer's session was to infuse more digital resources in the Required and Recommended Resource components of the BISD curriculum documents. Also, in response to the need for more digital resources, BISD added several new ones to its library for use and incorporation for teachers.

Instruction

In an effort to reestablish the importance of the Bastrop Instructional Guide's 8 strategies, which are grounded in sheltered instruction, every teacher and campus administrator in the district received training on the B.I.G. 8 strategies in August 2019. In an effort to narrow the focus for intentional and mastery implementation, BISD concentrated on the implementation of Explicit Vocabulary Instruction, Structured Academic Conversations, and Higher Order Thinking Questions. In an effort to provide consistent and calibrated feedback to teachers, the B.I.G. 8 was a focal point of the walkthrough form used by administrators, ICs, and C&I staff across the district. Prior to March 2020, the district decided to continue its focus on the same three B.I.G. 8 strategies in order to more fully develop consistent implementation of these practices in BISD classrooms. During the 2020-2021 school year, the district is now working to define what these strategies look like in an online instructional setting and to provide teachers and administrators support in implementation evidence based practice for both onsite and online learning environments.

Early Childhood

BISD will ensure that all students will receive a balanced literacy and math program that includes differentiated instruction along with research-based programs to develop our early learners. We promote the learning and growth of all students by providing high-quality and coherent instruction, administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously improving our instructional practices.

Assessment

During the 2019 Curriculum Council, one of the tasks taken on by this group of teacher leaders, was to create a common assessment for Unit 1. This task came as a way to respond to several pieces of stakeholder feedback. This allowed teacher teams to enter the beginning of the school year with the first formative common assessment already created, so that instructional planning could be jumpstarted. allowed teacher leaders to grow in their understanding of the backward design and assessment creation process, while also learning how to create tests in Eduphoria, the district local assessment platform. Another outcome from this practice was an early common data point across campuses, which campus administrators appreciated having. The success of this led some cross-campus teacher team to continue creating district-coordinated campus-based common assessment throughout the school year. The C&I Team is looking at ways to potentially expand this practice at future Curriculum Council events.

During the 2019-2020 school year, in collaboration with ICs, the C&I department refined the Data Reflection tool for both common assessment and district academic targets. The work help ensured that the data reflection process aligned with key PLC activities in answering 2 of the 4 essential PLC questions - How we will know when students have

learned and what will we do when students have not learned?

Navigating two learning modalities have created new challenges in the area of assessments, along with other areas of curriculum and instruction. Helping teachers, students, and families navigate online testing at home (including accommodations so that all students can access the assessment content), so that we can best progress monitor students' mastery of taught curriculum has been a key focus in the opening months of the 2020-2021 school year.

PLCs

In response to the need for better defined parameters for PLC work in BISD, C&I staff conducted District PLC with key content and grade levels across BISD during the 2019-2020 school year. This practice had tremendous impact on these teams and received positive feedback from multiple stakeholder groups across the district. BISD also began piloting a PLC lead component in an effort to build capacity among teacher leaders in facilitating PLCs that are aligned with the essential functions of Professional Learning Communities aligned with evidence-based research. BISD had planned to build on the success of the District PLC model and to provide extensive training for all teacher teams and administrators across the district for 2020-2021. In order to best meet the needs of the district during the COVID pandemic, BISD repurposed the time for this district-wide training in the 2020-2021 school year. C&I staff continue to support campuses in its implementation of PLCs, and plans to offer multiple means of training and support on a campus-by-campus need.

Sheltered Instruction/Bilingual Program

2019-2020 witnessed the continued development of a new bilingual instructional model across elementary and intermediate campuses. The new model allowed for consistency in the percentage of instruction that is provided in Spanish and English. The model is intended to support students' cross linguistic transfer between Spanish and English to promote acquisition of English. Gradual introduction of English is provided at each grade level in order to achieve reclassification status 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 (B.I.G. 8 Champion) cohorts for teachers through which professional development, 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 that over the course of the last two years there is still some inconsistency in the implementation of the bilingual instructional model across its campuses. This inconsistency is being addressed through program specific walks, professional development series, and coaching. In addition, the Bilingual Annual Report outlines the following areas for targeted improvement: program model design (cross linguistic connections), staffing (active recruitment of bilingual teachers), instructional design (implementation of the ELPS and consistent review of the language proficiency of students), and family connections (implementation of Parenting Partners).

Due to the shortage of bilingual teachers across the state of Texas, BISD offers ESL program services in lieu of bilingual education to a significant amount of students. The district recognizes the need to work with ESL teachers to enable them to instruct second language learners. Support will be provided through district wide professional development that will model how to provide content instruction while learning English.

Instruction for Students with Disabilities

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

In addition to K-12th grade Special Education Programs, Bastrop ISD offers an inclusive Early Childhood Special Education Program (ECSE) at two campuses and an 18+ Program for students who have completed High School to complete IEP programs.

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 and co-teachers 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. Mindplay Reading Programs for students identified with Dyslexia
3. Read 180/System 44 for Resource Reading Intervention grades K-12
4. Do the Math for Resource Math Intervention grades 3-4
5. Math 180 for Resource Math Intervention grades 5-6
6. Aleks Math Intervention Program for 9-12 Resource Math
7. Unique Learning and News 2 You Curriculum for Life Skills grades Pk-12
8. Frogstreet Pre-K Curriculum in conjunction with ULS for ECSE programs

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 contribute to student progress achieved on state assessments. BISD recognizes that there is a lack of consistency in implementation of the programs provided for instruction in resource settings.

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 collaborate with campus and district staff to ensure coaching and Professional Development options are aligned with identified needs and focused interests.

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 publishes a weekly newsletter for staff with tips and tricks for best practices in digital learning. It also recognizes a teacher that excels in technology integration every month, and highlights opportunities for Professional Development that is free and self-paced for staff. The department developed Digital Learning Checkout Kits that are loaned to campuses by request to support technology integration and student engagement. 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.

Additionally, the Digital Learning Department partners closely with the district Information and Technology Services Department to support new or updated hardware, software,

and other technology initiatives. This year, Digital Learning provides targeted support for teachers in utilizing all the tools at their disposal for a successful hybrid, in-person, or online learning experience, with best practice recommendations and support differentiated based on the unique learning environment.

Fine Arts

Due to a request by the high school principals and counselors, two fine arts courses were added at the middle school level for high school credit. Art I and piano I. This decision in effect allowed us to create several piano classes at Bastrop Middle School and hire a full time teacher. Prior to this, piano classes were only offered at Cedar Creek Middle School.

The Curriculum Website continues to house the Fine Arts curriculum which includes Year at a Glance (YAG) and Instructional Focus Documents (IFD). New resources and Essential Questions continue to be added to the live IFD documents throughout the year. While there was some evidence of emphasis on vertical alignment on the written curriculum, it was determined that there is a need for more live discussions between the middle school and high school teachers to define high school readiness standards and expectations per fine arts discipline. Staff development days which are embedded in our school calendar will be used for collaboration opportunities.

Curriculum, Instruction, and Assessment Strengths

1. Strong teacher participation in Curriculum Council that help provide insight and addition to digital curriculum resources.
2. Successful implementation of District PLCs.
3. Refocus on Bastrop Instructional Guide of 8 strategies and incorporation into a district-wide walkthrough form.
4. Launch of Balanced Literacy the BISD Way.
5. District-Wide alignment of intervention programs for students in Resource settings.
6. Full continuum of instructional services for students with disabilities at each traditional campus.
7. Establishment of Early Exit bilingual model

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Opportunities for students to engage in new content through academic conversations and structured questioning sessions and explicit vocabulary instruction were not routinely observed in classrooms. **Root Cause:** BISD lacks a focus on instructional delivery during planning and walkthrough feedback and support.

Problem Statement 2 (Prioritized): 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 3 (Prioritized): Co-teaching models are implemented inconsistently across BISD. **Root Cause:** Teachers have varied expertise in planning for and implementing a variety of co-teaching approaches during instruction.

Problem Statement 4 (Prioritized): 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 5 (Prioritized): 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 6 (Prioritized): 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.

Problem Statement 7: 45% of 1st-3rd grade students are not reading on grade level. **Root Cause:** Lack of understanding about the importance of the balanced literacy approach with an emphasis on explicit, systematic phonics instruction and inconsistent implementation of explicit, systematic phonics instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Family Engagement has taken on a whole new meaning in the midst of the COVID-19 Pandemic. District and campus outreach to support onsite and online learners with the most optimal learning environments has become critical work. To promote active involvement for all- administrators, school staff, parents, parental involvement coordinators, community leaders and other stakeholders have all been working to improve and develop systems to improve student achievement and promote academic success in dual environments.

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. All of these events are now subject to virtual options for safety concerns.

BISD Family Connects is the new monthly newsletter that goes out to all families in the district with helpful information about school and community resources and services. Parents & families can find the latest on Social-Emotional learning topics and all of the adult offerings such as GED, ESL, computer literacy, and health awareness.

2019-2020 also witnessed the opening of the BISD Family Resource Center to support families' capacity to raise healthy, well-functioning children, promote student achievement and family engagement through a broad array of prevention and early intervention services. These services are developed and delivered according to the unique needs of families. The services specifically emphasize outreach to traditionally underserved populations to increase access to basic services and engagement in school.

Support at the center may include direct services, counseling, referrals, application assistance for benefits, and adult/parenting education opportunities. BISD families are welcome to utilize the following services:

- Basic Needs
- Housing
- Employment
- Social Connections
- Continuing Education
- Notary Public Services

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.

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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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. While PLCs have been in practice for several years in BISD, systemic training across grade levels has not occurred in at least 5 years. This type of systemic training, couple with written district parameters, and annual on-boarding training for new teachers is needed in order to establish common language and understanding across all teacher teams as to the purpose/function and effective implementation of PLC practices.

BISD understands the need for wrap around services will be greater than ever before with our community in the middle of a pandemic and we will continue to to increase counseling and social work presence on our campuses. We are proud to share that we will continued our partnership with Communities in Schools this year to provide an additional social worker at every elementary/intermediate 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.

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 has added an intermediate/MS ELA/SS specialists to its team. This is allowing more literacy focus throughout the curriculum K-12. 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.
3. 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. PLC structures within high school Career and Technical Education will begin implementation in January 2021.
5. The superintendent meets with high school student advisory council

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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: Teachers have varied expertise in planning for and implementing a variety of co-teaching approaches during instruction.

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 6: Opportunities for students to engage in new content through academic conversations and structured questioning sessions and explicit vocabulary instruction 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 6.9% 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

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

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 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
- 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

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- T-PESS data


Goals







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 2021, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Sources: BISD Police Dept. documentation, Safe Schools Audits

Summative Evaluation: None

<p>Strategy 1: Monitor and audit safety plans, drills & processes.</p> <p>Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment.</p> <p>Staff Responsible for Monitoring: District & Campus Safety Teams</p> <p>Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Increased collaboration with city/county officials in campus-based emergency response training.</p> <p>Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment.</p> <p>Staff Responsible for Monitoring: District & Campus Safety Teams</p> <p>Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Provide additional training for staff on safety drills.</p> <p>Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment.</p> <p>Staff Responsible for Monitoring: District & Campus Safety Teams</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				





<p>Strategy 4: Conduct after action reviews for all safety drills.</p> <p>Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment.</p> <p>Staff Responsible for Monitoring: District & Campus Safety Teams</p>	Reviews			
<p>Strategy 5: Conduct threat assessments as appropriate/needed.</p> <p>Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment.</p> <p>Staff Responsible for Monitoring: District & Campus Safety Teams</p>	Formative			Summative
<p>Strategy 6: Provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat.</p> <p>Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment.</p> <p>Staff Responsible for Monitoring: District & Campus Safety Teams</p>	Oct	Jan	Mar	June
<p>Strategy 7: Implement multi-hazard emergency operation plans.</p> <p>Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment.</p> <p>Staff Responsible for Monitoring: District & Campus Safety Teams</p>				
<p>Strategy 8: Support campuses as the need arises for COVID related operational materials.</p> <p>Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment.</p> <p>Staff Responsible for Monitoring: Business Office & State & Federal Programs</p> <p>Funding Sources: SCE - 199-024 - State Compensatory Education, Title I - 211 - Title I, Part A</p>				
 No Progress  Accomplished  Continue/Modify  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 2021, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

Evaluation Data Sources: PEIMS discipline data (current & longitudinal)

Summative Evaluation: None

Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment Strategy's Expected Result/Impact: Less variance in coding discipline referrals throughout the district. Staff Responsible for Monitoring: Director of Student Services, Associate Supt. C&I , PEIMS Coordinator, Campus Administrators Superintendent Goals: SG 1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implementation of district-wide MTSS practices, ongoing classroom management, bullying prevention and discipline matrix training. Strategy's Expected Result/Impact: Less variance in coding discipline referrals throughout the district. Staff Responsible for Monitoring: Director of Student Services, Associate Supt. C&I , PEIMS Coordinator, Campus Administrators Funding Sources: MTSS Coordinator - 289 - Title IV	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Standardized procedures for referral data entry and analysis Strategy's Expected Result/Impact: Less variance in coding discipline referrals throughout the district. Staff Responsible for Monitoring: Director of Student Services, Associate Supt. C&I , PEIMS Coordinator, Campus Administrators	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  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 3: By June 2021, 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 Sources: PEIMS discipline data (current & longitudinal)

Summative Evaluation: None

<p>Strategy 1: Train all staff in sexual abuse, human trafficking, and other maltreatment of children</p> <p>Strategy's Expected Result/Impact: Staff will have an increased understanding and sensitivity to students that are experiencing trauma and grief.</p> <p>Staff Responsible for Monitoring: District Trauma Team & Counselors & Social Workers</p> <p>Superintendent Goals: SG 1</p> <p>Funding Sources: - 289 - Title IV</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Continuing education for staff on trauma-sensitive care on how grief and trauma affects student learning and behavior</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Director of Student Services, Director of School Improvement & Campus Administration</p> <p>Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Establish common campus expectations through an active PBIS committee</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Director of Student Services, Campus Administration, PBIS teams</p> <p>Superintendent Goals: SG 1</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: Provide ongoing SEL lessons and support for all students PK-12	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5: Review referral data with staff and PBIS/safety committee	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2021, Pre Kinder-2nd grade students will increase their reading & math levels as follows:

PK- RD (52% to 57%) / Math (86% to 90%)

K- RD (82% to 87%) / Math (61% to 66%)





1st- RD (59% to 64%) / Math (61% to 66%)

2nd- RD (73% to 78%) / Math (56% to 61%)

Evaluation Data Sources: Benchmark Assessment System (BAS), TPRI

Summative Evaluation: None

<p>Strategy 1: Implement a comprehensive needs assessment & teacher needs survey to understand the current climate for early childhood and to be able to target next steps.</p> <p>Strategy's Expected Result/Impact: Implementation can be measured by: evidence of instructional minutes in early childhood classrooms.</p> <p>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> <p>Staff Responsible for Monitoring: Leaders: Director Early Childhood, Early Childhood Specialist, District ELA Specialists Others Involved: EL and Instructional Specialists, Director of EL Services, Campus Leadership, Instructional Coaches</p> <p>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Implement PK-2nd district led Professional Learning Communities throughout the school year.</p> <p>Strategy's Expected Result/Impact: 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. 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>Staff Responsible for Monitoring: Leaders: Director Early Childhood, Specialist Early Childhood, District ELA Specialists, EL Elementary Specialists, Associate Superintendent of Academics. Others Involved: Director of EL Services, EL and Instructional Specialists, Campus Leaders, and Instructional Coaches.</p> <p>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 3: Implement PK-2nd data meetings to review data and plan for skills intervention</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Leaders: Director of Early Childhood, Specialist Early Childhood, ELA Specialists, Associate Superintendent of Academics. Others Involved: EL and Instructional Specialists, Director of EL Programs, Director of School Improvement Campus Leaders, Instructional Coaches.</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: Provide professional development in the following identified areas: small group instruction & systematic phonics instruction.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by: 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>Staff Responsible for Monitoring: Leaders: Director of Early Childhood, Specialist Early Childhood, ELA Specialists, Associate Superintendent of Academics. Others Involved: EL and Instructional Specialists, Director of EL Programs, Director of School Improvement Campus Leaders, Instructional Coaches.</p> <p>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 5: Provide coaching cycles to teachers based on teacher needs assessment.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by: 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>Staff Responsible for Monitoring: Leaders: Director of Early Childhood, Specialist Early Childhood, ELA Specialists, Associate Superintendent of Academics. Others Involved: EL and Instructional Specialists, Director of EL Programs, Director of School Improvement Campus Leaders, Instructional Coaches.</p> <p>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2021, BISD will increase STAAR student growth measures as follows:

SPED Student Growth: -RD (53% to 59%) & Math (50% to 56%)

EL Student Growth: - RD(60% to 64%) & Math (59% to 64%)



Eco Dis Student Growth: - RD(61% to 64%) & Math (59% to 68%)





Evaluation Data Sources: 2021 STAAR results

Summative Evaluation: None

<p>Strategy 1: Ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide .</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: 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>Title I Schoolwide Elements: 2.4, 2.6 - Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Train, support, and monitor fidelity of use of B.I.G. 8 strategies across all campuses</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Impact will be measured by improvement in common assessment and academic target data, TELPAS speaking, listening, and composite scores.</p> <p>Staff Responsible for Monitoring: 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>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



<p>Strategy 3: Train campus administrators and IC's in effective modeling & monitoring of B.I.G. 8 for all students</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Impact will be measured by improvement in common assessment and academic target data, TELPAS speaking, listening, and composite scores.</p> <p>Staff Responsible for Monitoring: 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>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 4: Train in co-teach model in District-identified target areas.</p> <p>Strategy's Expected Result/Impact: a) Implementation will be measured by a schedule of campus PLCs for targeted areas supported by Special Education Instructional Specialist focusing on implementing co-teaching strategies.</p> <p>b) Impact can be measured by increased number of students who meet progress measures on STAAR assessments in District-identified target areas.</p> <p>Staff Responsible for Monitoring: Leaders: Director of Special Programs, Associate Director of Special Programs, Special Education Instructional Specialists Others Involved: Special Education Coordinators, Campus Leadership, District Instructional Specialists, Campus Instructional Coaches, Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Superintendent Goals: SG 2</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Instructional Specialist for Special Education focusing on Co-teaching implementation - 199-023 Special Education Program</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 5: Require all BISD teachers to be ESL endorsed</p> <p>Strategy's Expected Result/Impact: Implementation can be measured by: HR staffing charts, targeted walk-through data, and District Benchmark data.</p> <p>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> <p>Staff Responsible for Monitoring: Human Resources & English Learner Department</p> <p>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
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<p>Strategy 6: Refine, teach & support 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 B.I.G. 8 strategies.</p> <p>Strategy's Expected Result/Impact: Measured by documented use of B.I.G. 8 strategies (walk through form, PLC planning agendas). 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> <p>Staff Responsible for Monitoring: Leader: Director of Bilingual and English Learner Programs</p> <p>Others: Bilingual/EL Specialists, Associate Superintendent of Academics, Campus Leaders</p> <p>Superintendent Goals: SG 2</p> <p>Funding Sources: EL Specialists - 199-025 - Bilingual/ESL, EL Specialists - 263 - Title III</p>	Reviews			
	Formative			Summative
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<p>Strategy 7: Refine, support and monitor the ESL program: pullout & content-based at secondary campuses with sheltered instruction implementation district-wide.</p> <p>Strategy's Expected Result/Impact: Implementation can be measured by targeted walk-through data, and District Benchmark data.</p> <p>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> <p>Staff Responsible for Monitoring: Leader: Director of Bilingual and English Learner (EL) Programs</p> <p>Others Involved: Associate Superintendent of Academics, Campus Leaders, Bilingual Specialists</p> <p>Superintendent Goals: SG 2</p> <p>Funding Sources: - 263 - Title III</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 3: Co-teaching models are implemented inconsistently across BISD. Root Cause: Teachers have varied expertise in planning for and implementing a variety of co-teaching approaches during instruction.</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 3: By June 2021, BISD will increase Overall STAAR student growth:

RD (62% to 70%) & Math (62% to 75%)

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: None

<p>Strategy 1: Provide training and support to administration and instructional coaches on the effective facilitation of PLCs.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by: Training sign-in sheet and increased use of effective PLC practices.</p> <p>Impact will be measured by improvement in common assessment and academic target data, TELPAS speaking, listening, and composite scores.</p> <p>Staff Responsible for Monitoring: 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>Superintendent Goals: SG 2</p> <p>Funding Sources: - 255 - Title II</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Support campuses in building capacity with PLC Leads with training and support on their roles and responsibilities.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by: increased use of effective PLC practices.</p> <p>Impact will be measured by improvement in common assessment and academic target data, TELPAS speaking, listening, and composite scores.</p> <p>Staff Responsible for Monitoring: Leaders: C&I Specialists and Coordinators, Director of Accountability and Curriculum, Director School Improvement, Associate Superintendent of Academics. Others Involved: Director of EL Programs, Director of Special Programs, Campus Leaders, and Instructional Coaches.</p> <p>Superintendent Goals: SG 2</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Fidelity, training, and monitoring of balanced literacy and guided math components</p> <p>Strategy's Expected Result/Impact: Implementation can be measured by: evidence of instructional minutes followed, observation of use of required resources, progress monitoring results.</p> <p>Impact can be measured by increase in students' reading & math levels as measured by running records throughout the year; TPRI/Tejas LEE; and state assessment results.</p> <p>Staff Responsible for Monitoring: Leaders: Associate Superintendent of Academics, Director of Accountability and Curriculum. Others Involved: Director of Special Programs, Director of EL Programs, C&I Specialists and Coordinators, Campus Leaders, and Instructional Coaches</p> <p>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: Train and develop campus IC's in effective classroom coaching cycles to develop and support instruction.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by: training sign-in sheets, walkthrough data indicating use of resources and balanced math/literacy practices, and coaching cycles to support implementation. Impact will be measured by: increase in students' reading/math levels as measured by running records throughout the year; TPRI/Tejas LEE; and state assessment results.</p> <p>Staff Responsible for Monitoring: Leaders: Associate Superintendent of Academics, Director of Accountability and Curriculum. Others Involved: Director of Special Programs, Director of EL Programs, C&I Specialists and Coordinators, Campus Leaders, and Instructional Coaches</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 5: Provide support and coaching to campus administrators.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured by: training sign-in sheets, walkthrough data indicating use of resources and balanced math/literacy practices, and coaching cycles to support implementation. Impact will be measured by: increase in students' reading/math levels as measured by running records throughout the year; TPRI/Tejas LEE; and state assessment results.</p> <p>Staff Responsible for Monitoring: Leaders: Associate Superintendent of Academics, Director of Accountability and Curriculum. Others Involved: Director of Special Programs, Director of EL Programs, C&I Specialists and Coordinators, Campus Leaders, and Instructional Coaches</p> <p>Superintendent Goals: SG 2</p>	Reviews			
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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 2021, BISD will increase the percent of graduates meeting College, Career & Military Readiness by 5 percentage points (58% to 63%)

Evaluation Data Sources: 2021 College, Career, and Military Readiness Student Listing - TEA

Summative Evaluation: None

<p>Strategy 1: Monitor and implement career pathways that lead to industry certification and careers after high school.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Leaders: Director of CTE</p> <p>Others Involved: Campus Leadership</p> <p>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
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



<p>Strategy 2: Provide training and support for SAT, ACT, TSI readiness and differentiation in Pre-AP and AP coursework.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Leaders: Director of Accountability and Curriculum</p> <p>Others involved: C&I Specialists, Associate Superintendent of Academics, Campus Leadership</p> <p>Superintendent Goals: SG 2</p>	Reviews			
	Formative			Summative
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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: Increase the campus overall attendance rate.

Evaluation Data Sources: PEIMS attendance data

Summative Evaluation: None








Strategy 1: Monitor and implement attendance protocols and procedures to increase attendance rates. Strategy's Expected Result/Impact: Increased district-wide attendance rate Staff Responsible for Monitoring: Director Student Services, District & campus registrars & Campus administration	Reviews			
	Formative			Summative
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	 0%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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 6: By May 2021, BISD will increase Overall district technology student device ratio by 10%.

Evaluation Data Sources: District TIPWEB technology inventory

Summative Evaluation: None







<p>Strategy 1: Increase teacher, student, and family training on BISD online learning platforms including learning management systems and video conferencing software</p> <p>Strategy's Expected Result/Impact: Number of training opportunities and district communication related to supporting teacher, student, and families with online learning platforms, including learning management systems and video conferencing software</p> <p>Staff Responsible for Monitoring: Digital Learning Team</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Strive to develop and sustain a 1:1 student to device ratio</p> <p>Strategy's Expected Result/Impact: Number of student devices as compared to enrollment numbers</p> <p>Staff Responsible for Monitoring: IT Department</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Increase district's virtual infrastructure to provide more options to access various device platforms</p> <p>Strategy's Expected Result/Impact: Student and staff usage reports, surveys, and asset inventory reports</p> <p>Staff Responsible for Monitoring: IT Department</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 7: By May 2021, BISD will prepare and commit to two viable, exemplary sites for onsite & online learning for 100% of students.

Evaluation Data Sources: District parent survey data

Summative Evaluation: None


Strategy 1: Creation of BISD Virtual School Option for Students	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Offer competitive onsite and online schooling options for students	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 1: By June 2021, we will increase communication by 10% with staff, families and the public.


Evaluation Data Sources: Web stories, social media engagement, survey feedback, mobile app usage

Summative Evaluation: None

<p>Strategy 1: Publish an informative and celebratory biweekly staff e-newsletter.</p> <p>Strategy's Expected Result/Impact: Improved internal communications capacity</p> <p>Staff Responsible for Monitoring: Assoc. Supt. of C&CR Web & Multimedia Specialist</p> <p>Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Publish a monthly family e-newsletter with news, information and district updates from multiple contributors throughout the district.</p> <p>Strategy's Expected Result/Impact: Expanded followership on social channels & improved internal communications capacity</p> <p>Staff Responsible for Monitoring: Assoc. Supt. of C&CR Web & Multimedia Specialist</p> <p>Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Provide a professional mechanism for District and campus leaders to communicate with staff and families on a regular basis.</p> <p>Strategy's Expected Result/Impact: Increased communication with all stakeholders</p> <p>Staff Responsible for Monitoring: Assoc. Supt. of C&CR Web & Multimedia Specialist</p> <p>Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: Provide monthly training to Communications Liaisons to enhance campus communications and family engagement.</p> <p>Strategy's Expected Result/Impact: Increased communication with all stakeholders</p> <p>Staff Responsible for Monitoring: Assoc. Supt. of C&CR, Communications Liaisons</p>	Reviews			
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	Oct	Jan	Mar	June
				 0%

 No Progress

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



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 2021, we will expand the number of community partnerships and needs-driven district-based family & parent engagement activities by 5% to support and accelerate student outcomes and opportunities.

Evaluation Data Sources: Increased numbers of volunteers and mentors; expansion of employee perks partnership program; strengthened involvement of business and community organizations








Summative Evaluation: None

<p>Strategy 1: Strengthen family and community engagement through campus and district family engagement events. Strategy's Expected Result/Impact: Schedule of events; increase in trust, education, messaging Staff Responsible for Monitoring: Supt, Assoc. Supt of C&CR, PIE/Family Eng Coord. Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Expand partnership with Communities in Schools to provide students access to mental health needs and supports. Strategy's Expected Result/Impact: Increased wrap around services for students & families. Staff Responsible for Monitoring: Assoc. Supt C & CR, Campus Administration Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Engage a targeted list of businesses, residents without students, realtors, homeschooled community, and faith groups for partnership opportunities and communication initiatives. Strategy's Expected Result/Impact: Expanded outreach & communication with all stakeholders. Staff Responsible for Monitoring: Assoc. Supt of C&CR Superintendent Goals: SG 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Establish virtual volunteer and mentor opportunities, including a CTE-focused mentor initiative. Strategy's Expected Result/Impact: Increased outreach and mentors for students. Staff Responsible for Monitoring: Assoc. Supt. of C&CR</p>	Reviews			
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Strategy 5: Re-engage the Citizens Advisory Task Force to assess/confirm current and future needs. Strategy's Expected Result/Impact: To continue the work of the CATF for future bond work. Staff Responsible for Monitoring: Assoc. Supt C & CR	Reviews			
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	 0%			
 No Progress	 Accomplished	 Continue/Modify	 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 2021, we will create an integrated communications plan for emergency and crisis management.

Strategy 1: Prepare and/or update a library of communications materials for various threats and potential crises. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment Staff Responsible for Monitoring: Assoc. Supt C & CR, BISD Police Chief	Reviews			
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Strategy 2: Train department staff in crisis communications. Strategy's Expected Result/Impact: Increased staff emergency preparation during crisis situations. Staff Responsible for Monitoring: Assoc. Supt C & CR, BISD Police Chief	Reviews			
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Strategy 3: Train Communications Liaisons in their role in crisis communications at the campus level.	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 4: By June 2021, we will develop and implement a marketing plan, including potential bond and strategic planning initiatives.







<p>Strategy 1: Partner with a marketing agency with expertise in K-12.</p> <p>Strategy's Expected Result/Impact: Increased participation from community stakeholders to promote student success, extend learning opportunities, and develop the whole child.</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Implement marketing initiatives designed to capture enrollment, promote programs, and address the competitive education market.</p> <p>Strategy's Expected Result/Impact: Increased participation from community stakeholders to promote student success, extend learning opportunities, and develop the whole child.</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Establish a key communicator network of community/business leaders who receive relevant and timely updates on key district and campus initiatives.</p> <p>Strategy's Expected Result/Impact: Increased participation from community stakeholders to promote student success, extend learning opportunities, and develop the whole child.</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  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 5: By June 2021, we will prepare a comprehensive strategic plan and vision for year 2025.

Evaluation Data Sources: Agenda, minutes from Strategic Planning mtgs

Summative Evaluation: None







<p>Strategy 1: Partner with a strategic planning agency with expertise in K-12. Strategy's Expected Result/Impact: Develop a long term plan to promote the growth of students, teachers, and other stakeholders based on academic, physical, and social emotional needs. Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Construct a vision for 2025 that addresses long-term needs and opportunities. Strategy's Expected Result/Impact: Develop a long term plan to promote the growth of students, teachers, and other stakeholders based on academic, physical, and social emotional needs. Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  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 1: By June 2021, BISD will establish protocols for auditing maintenance processes and conduct needs assessments for all buildings.


Evaluation Data Sources: Maintenance & Operations checklists

Summative Evaluation: None

<p>Strategy 1: BISD will establish preventative maintenance program to include implementation schedules.</p> <p>Utilize work order data to review and optimize maintenance schedules.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent & CFO</p> <p>Superintendent Goals: SG 4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 2: BISD will seek additional funding opportunities and financial support to improve facilities.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent & CFO</p> <p>Superintendent Goals: SG 4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 3: Utilize work order data to review and optimize maintenance schedules.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent & CFO</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 4: Ensure that COVID-related changes to infrastructure are carried out for ventilation, PPE, HVAC, etc.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent & CFO</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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 No Progress





 Accomplished

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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.






<p>Strategy 1: Develop & monitor school safety measures to ensure all facilities & grounds provide care, welfare, safety and security for all.</p> <p>- Focus on building design (portable buildings) - Grade configurations</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent & CFO</p> <p>Superintendent Goals: SG 4</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Increase campus safety through building design with focus on external breezeway and all entry/exit points</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent & CFO</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Consider grade configurations for increased safety and smaller learning communities at middle schools</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent & CFO</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Increase safety of students receiving instruction in portable buildings</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent & CFO</p>	Reviews			
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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 January 2021, BISD will expand the work of the Citizens Advisory Task Force within the community to identify facilities and school improvement needs.

Evaluation Data Sources: Committee roster; sign-in sheets, meeting agendas

Summative Evaluation: None




Strategy 1: Expand the BISD Citizens Advisory Task Force to determine community desires and needs Strategy's Expected Result/Impact: Achieve community support and feedback to successfully pass BISD bond. Staff Responsible for Monitoring: Superintendent & Cabinet Superintendent Goals: SG 4	Reviews			
	Formative			Summative
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Strategy 2: Cultivate necessary community trust and support to successfully pass a bond Strategy's Expected Result/Impact: Achieve community support and feedback to successfully pass BISD bond. Staff Responsible for Monitoring: Superintendent & Cabinet	Reviews			
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	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 June 2021, BISD will have explored all facilities options and associated resources to lessen discipline issues.

Evaluation Data Sources: PEIMS Discipline reports

Summative Evaluation: None

Strategy 1: Increase the number of cameras to help monitor school safety and behavior. Strategy's Expected Result/Impact: Increased security measures will lessen campus safety infractions. Staff Responsible for Monitoring: Technology Department Superintendent Goals: SG 4	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Repair & maintain doors and locks to ensure secure buildings for staff & students. Strategy's Expected Result/Impact: Increased campus and building security. Staff Responsible for Monitoring: BISD Police Department Superintendent Goals: SG 4	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Review and adjust supervision expectations at all levels to ensure adequate supervision before, during and after school, as well as during transition period Strategy's Expected Result/Impact: Increased campus and building security. Staff Responsible for Monitoring: Campus Administration & BISD PD	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4: Increased usage of vaping detectors on campuses. Strategy's Expected Result/Impact: Increased campus and building security. Staff Responsible for Monitoring: Campus Administration & BISD PD	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5: New fencing on selected campuses. Strategy's Expected Result/Impact: Increased campus and building security. Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6: Increased number of BISD Police Officers Strategy's Expected Result/Impact: Increased campus and building security. Staff Responsible for Monitoring: Superintendent & BISD Police Department	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	