

Bastrop Independent School District

Mina Elementary

2019-2020



Mission Statement

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

Vision

OUR Call to Action

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

Core Beliefs

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 non-verbally.
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 non-verbally.
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

Revised/Approved: August 29, 2019

Demographics

Demographics Summary

Mina Elementary is a neighborhood Pre-Kindergarten-4th grade Title I campus in Bastrop ISD. Student enrollment at Mina Elementary has continued to steadily grow and we are currently serving 618 students. Attendance has steadily decreased over the past 3 years. Mina's teacher to student ratio is an average of 21 students per class.

CAMPUS DEMOGRAPHICS

SCHOOL YEAR	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Students-	513	592	562	616	613	656
Boy	50.97%	53%	49.84%	49.84%	49.27	53.96%
Girl	49.035	47%	50.16%	50.16%	50.73	46.04%
African American	10.5%	11.2%	8.10%	10.23%	8.16%	8.99%
Asian	1.9%	.7%	1.84%	2.44%	1.79%	1.83%
Hispanic	34.5%	35%	39.23%	39.12%	38.17%	39.63%
Two or more Races	5%	3%	3.13%	2.41%	4.40%	4.42%
Hawaiian/Pac Island	0%	0%	0%	0%	0%	.15%
White	47%	47.5%	47.70%	44.64%	47.31%	44.66%
American Indian/Alaskan	.39%	0%	0%	.16%	.16%	.30%
Economically Disadvantage	56.4%	51.2%	45.30%	49.19%	56.28%	55.95%
English Language Learners	5.8%	6.1%	4.97%	4.71%	3.59%	2.90%
Gifted & Talented	4.8%	6.25%	5.16%	5.68%	6.36%	6.25%

SCHOOL YEAR	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
At Risk	43.97%	51%	55.43%	41.40%	41.60%	38.72%
Dyslexia			3.13%	5.68%	4.40%	7.93%
Special Education	8.95%	11.87%	11.05%	12.34%	12.23%	15.85%

Mobility-17.3%

Demographics Strengths

1. A diverse student population enhances the educational experiences of all students, as students bring diverse cultural backgrounds and sets of experiences.
2. Mina has a very active Parent Teacher Association that is focused on supporting students, teachers, and families.
4. Mina's staff is focused on building strong relationships with our families.
5. Mina has a high teacher retention rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 1. Mina's attendance rate is 95.43% **Root Cause:** The lack of a positive educational experience for some of our students' families contributes to our attendance rate.

Student Achievement

Student Achievement Summary

Mina Elementary met standard for the 2018-2019 school year.

Overall Scaled Score-81

Domain 1 Student Achievement-83

Domain 2 School Progress-84

Part A-Academic Growth-58-65

Part B- Relative Performance-84

Domain 3-Closing the Gaps-67-75

STAAR Data	Approaches	Meets	Masters	Performance Level
3rd Reading 2019	89%	53%	36%	59%
3 rd Reading 2018	84%	49%	31%	55%
3 rd Reading 2017	81%	54%	40%	58%
STATE 2019	76%	44%	28%	
4th Reading	88%	54%	32%	58%
4 th Reading 2018	78%	49%	24%	50%
4 th Reading 2017	66%	42%	22%	43%
STATE 2019	74%	43%	22%	
3rd Math 2019	93%	51%	24%	56%
3 rd Math 2018	84%	59%	31%	58%
3 rd Math 2017	84%	54%	24%	54%
STATE 2019	78%	48%	24%	
4th Math 2019	82%	57%	38%	59%
4 th Math 2018	80%	52%	26%	53%
4 th Math 2017	71%	43%	22%	45%
STATE 2019	74%	46%	28%	

STAAR Data	Approaches	Meets	Masters	Performance Level
4th Writing 2019	74%	39%	13%	42%
4 th Writing 2018	61%	35%	11%	36%
4 th Writing 2017	60%	33%	11%	35%
STATE 2019	65%	33%	10%	

Met Standard Combined STAAR Data By Group-Approaches & Above

Combined Data	State	All	AA	His	White	SPED	Eco Dis	ELL
Reading		85%-88%	69%--N/A	88%-87%	88%-92%	45%-	77%	59%
Math		83%	56%	82%	89%	36%	75%	67%
Writing		62%	62%	63%	61%	15%	54%	44%

CIRCLE-TPRI Data

PreK CIRCLE/Kinder-2nd TPRI										
2017-2018					2018-2019					% of students going to next grade needing more assistance in 1 or more measures
Campus	BOY Developed	MOY Developed	EOY Developed	% growth	BOY Developed	MOY Developed	EOY Developed	% growth		
Pre-K	71%	90%	81%	10%	71	68	65	-6%	35%	
Kinder	2%	13%	42%	40%	2%	25%	63%	61%	37%	
First	0%	5%	11%	11%	0%	5%	14%	14%	86%	
Second	11%	27%	48%	37%	12%	35%	52%	40%	48%	

One Years Growth in Reading

Kinder	First	Second	Third	Fourth
Level D-82%				
Level C-12%	90%	84%	74%	70%
Below Level				
C-6%				

Reading Benchmark Assessment Data

BAS	At/Above Level	Approaching/Below Level
Kinder	62%	38%
First	75%	25%
Second	83%	17%
Third	67%	33%
Fourth	71%	29%

TELPAS

Mina Elementary

Grade	Total Students	Beg.	Int.	Adv.	Adv. High	Progress Raw #	Progress %
K	3	100%	0%	0%	0%	-	-
1	4	50%	50%	0%	0%	2	50%
2	2	0%	0%	50%	50%	1	50%
3	3	0%	0%	66%	34%	1	33%
4	8	0%	13%	63%	25%	3	38%
					Total	7	41%

Student Achievement Strengths

1. Mina Elementary "Met Standard" on the 2019 Accountability Ratings for each index.

2. A Distinction Designation was earned in Post Secondary Readiness and English Language Arts.
3. Domain 3-Closing the gaps had an 8 point increase.
4. 94% of kindergarten students were on or above reading level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Mina received an improvement required rating in the school progress/academic growth domain with a scale score of 65. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 2: Students receiving special education services performed at 42%, performing significantly below their non-disabled peers. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 3: Economically Disadvantaged students performed at 77%. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 4: ELL students performed at 64%. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 5: African American students performed at 58%. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 6: 28% of Mina Students were not reading on grade level at the end of the 2018-2019 school year. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

School Culture and Climate

School Culture and Climate Summary

A positive School Culture and School Climate is something we pride ourselves on at Mina Elementary. Our students and parents are greeted each morning with a smiling face and a warm welcome. Our hallways are safe for all who enter and our faculty and staff work diligently to promote and provide a safe and welcoming environment conducive to hands-on learning that produces productive, thoughtful students. Our inviting atmosphere allows staff, students, and parents to be stakeholders in the educational process. Mina Elementary is proud of the campus culture and the spirit of teamwork that exists between the school and the community. The Mina faculty believes the campus is staffed with nurturing individuals who work to make learning engaging for all students. The faculty is dedicated to making a positive impact in the lives of all students in order to help them grow academically, socially, and emotionally.

According to a Mina parent survey, 98% of parents say their child feels safe at school and 97% of parents believe a positive learning environment has been established.

According to a Mina student survey, 91% of 3rd and 4th graders feel safe at school and 88% have fun while learning.

According to a Mina staff survey, 99% of Mina employees feel like the overall atmosphere/climate is positive and helps students learn.

School Culture and Climate Strengths

1. Caring staff committed to academic excellence and student support
2. Week at a Glance - staff memo/newsletter is published weekly
3. Implementation of Positive Behavior Intervention & Supports, Classroom Community Circles, and Restorative Discipline
4. Monthly newsletter sent to parents in hard copy format and electronically
5. Four week attendance incentives
6. Crisis drills and procedures set in place
7. Mandatory Parent Conferences in October
8. Family Nights hosted throughout the school year(Art Walk, Literacy Night, Fall Fest)
9. Musical Performances for each grade level throughout the year
10. Meet the Teacher Night before school year begins and Back to School Night after the start of the year
11. Utilization of School Messenger to communicate with families
12. CLUBS: PE Posse, Task Force, Art Club, Choir, Green Team, ASL, Run Club, Dance Team

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the 3rd & 4th grade Student Climate Survey, 58% of students feel like students are disrespectful to adults. **Root Cause** : Students are not held accountable for respectful behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The strength of our staff lies in the fact that we hire teachers that, for the most part, stay at Mina Elementary. All of our staff meet the Highly Qualified standards set by the NCLB. We do not hire teachers or paraprofessionals unless they meet these standards prior to their employment with Mina Elementary. We provide local staff development for teachers, bring in quality trainers to assist in identified curricular areas, and also allow teachers to attend training of their choosing to provide them with tools needed to grow.

Beginning Teachers-0%

1-5 years of experience-26%

6-10 years of experience-21%

11-20 years of experience-28%

Over 20 years of experience-25%

Staff Quality, Recruitment, and Retention Strengths

1. 100% Highly Qualified Teachers
2. High Staff Retention Rate
3. Acceptable teacher to student staff ratio
4. Positive Work Environment
5. High relational capacity between staff and administrators
6. 100% of certified staff is ESL certified
7. According to the Staff Climate Survey, 100% of teachers enjoy working at the school and feel staff morale is high

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 74% of teachers feel that instructional time is protected from disruption. **Root Cause:** Students are pulled out for services such as RTI, Resource, and Dyslexia.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bastrop ISD utilizes the TEKS Resource System curriculum management system to help organize our Curriculum, Instruction, and Assessment. We also utilize the Lead4Ward Student Learning Reports and TEKS Snapshot, the district clarification documents, the district YAGs, and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills, including critical thinking and problem solving, communication skills, creativity, collaboration, and information/media literacy skills through unit Performance Assessments. Our grade level teams plan lessons during weekly Professional Learning Communities. They follow the district lesson plan model that includes lesson objectives, high yield instructional strategies, gradual release of responsibility (I do, We do, You do), and format and assessment components. Monthly data meetings take place in order to progress monitor the growth of all students.

Curriculum, Instruction, and Assessment Strengths

1. Professional Learning Communities-each grade level has one 2:00 PLC 3 times a month
2. Instructional Coach
3. Summer professional development aligned to district goals
4. Implementation of Model Classroom Project
5. Implementation of Formative Loop, a foundational math skills program for 1st-4th graders-completed third full year with average completion rates
6. RTI program serving at risk students
7. High quality tutoring provided by retired/certified teachers

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teacher perception data reveals that we do not have an adequate Math RTI program. **Root Cause:** We are not funded for a math interventionist.

Problem Statement 2: PLC time is spent lesson planning rather than analyzing data and planning for re-teach/intervention. **Root Cause:** Time on task during PLC's are directed toward lesson planning .

Parent and Community Engagement

Parent and Community Engagement Summary

Mina Elementary is a place where family, school, and community come together to support learning. The school offers many opportunities for families to be involved. We believe the school and home connection is the most important resource to achieving success in all areas of development for our students. Mina Elementary has a strong foundational PTA. Mina also supports an active WATCH DOGS program where Dads and male mentors are involved in our schools. Volunteers are welcome on campus. Each year, we invite community members to participate in our Career Day and Read Across America Week. According to the Mina Parent Climate Survey, 97% of parents feel they are well informed about activities and events taking place. The preferred method communication by Mina families is the automated phone/email and text Blackboard system.

Parent and Community Engagement Strengths

1. Meet the Teacher & Back to School Night
2. PTA
3. Watch Dogs
4. Fall Fest
5. 9 Weeks Awards Ceremonies
6. Mandatory Parent Conferences
7. Family Nights with student musical performances
8. Home/School Connection Newsletters
9. Grandparents Day
10. Muffins with Mom
11. Donuts with Dad
12. Talk Time Questions on Weekly Newsletters
13. School Messenger Communication
14. McTeacher Night
15. PALS
16. Career Day
17. One Timers Challenge
18. Art Walk
19. School Dance
20. Mentors
21. Dance Team performances at community events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 88% of parents feel like there are extra curricular activities for their child to participate in. **Root Cause:** We are lacking options and platforms for extra-curricular activities.

Problem Statement 2: 78% of parents agree that there are activities to help students learn about different colleges and careers. **Root Cause:** We do not offer parent education on career and college readiness.

School Context and Organization

School Context and Organization Summary

Mina Elementary is an in-town school that serves a large number of students, including neighborhood students and two of Bastrop's largest subdivisions, Hunters Crossing and Riverside Grove. The campus welcomed students back for the 19-20 school year with an initial enrollment of 605 students, down from last year's ending enrollment of 669 students. Mina Elementary serves students in grades PK-4th. We are unique in that we are the one elementary campus within the district that serves students with auditory impairment. We also have a structured RTI program that identifies and provides support for struggling students. We deliver specialized services to students with dyslexia, students who have been identified as gifted and talented, and students served through a life skills program. This is our second year to house the district ECSE program that includes general education CDC students.

Our staff consists of 2 administrators, 1 school counselor, 1 social worker, 1 school LVN, 33 classroom teachers, 8 special education teachers, 8 support services teachers, 1 instructional coach, 2 interpreters, 2 communication facilitators, 11 educational assistants, and 3 office personnel.

Our campus leadership team consists of 5 classroom teachers, 1 instructional coach, and 3 support staff members.

Our campus based site committee consists of campus & district employees, business owners, community members, and parents.

School Context and Organization Strengths

Parents, teachers, and students at Mina Elementary take pride in their school and the school's record of success. It is our goal to help every child feel welcomed, connected, and a part of our Mina family. We challenge each student to grow in his or her academic abilities, while remembering our commitment to teaching the WHOLE child! Our campus continues to be a team of exceptionally talented and committed staff that is anchored in a passion for this profession.

The Master Schedule has been built to ensure that students who are pulled out for special services are not missing core instruction. Real time teaching minutes are protected and maximized. Our campus focuses on a collaborative nature for decision making and support. We highly value the RTI process and understand the importance of targeted intervention. Academic interventions begin within the first three weeks of school, based on available information and universal screener results. Teachers meet regularly to review student data and plan instruction and intervention based on the needs of the students.

Technology

Technology Summary

Mina Elementary has utilized TLI funds and the campus technology fund over the past several years to get more student devices in the classrooms. Each classroom is equipped with a technology compatible TV, document camera, a listening station, and five student devices. Many teachers have written grants over the past year that have added additional devices to their classroom.

87% of Mina families have a computer at home and 96% have internet access.

Technology Strengths

1. Integration Lab used daily
2. Laptop Cart used daily for all grade levels
3. Full time media specialist that supports the computer lab para-professional
4. Full Wireless Internet coverage
5. Highly responsive technology support
6. Instructional Technology Specialist on campus weekly

Problem Statements Identifying Technology Needs

Problem Statement 1: 88% of Mina teachers feel they have received adequate training and support with technology. **Root Cause:** Training in technology is not tailored to teacher needs.

Priority Problem Statements

Problem Statement 1: 1. Mina's attendance rate is 95.43%

Root Cause 1: The lack of a positive educational experience for some of our students' families contributes to our attendance rate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students receiving special education services performed at 42%, performing significantly below their non-disabled peers.

Root Cause 2: Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Economically Disadvantaged students performed at 77%.

Root Cause 3: Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: ELL students performed at 64%.

Root Cause 4: Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: African American students performed at 58%.

Root Cause 5: Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: According to the 3rd & 4th grade Student Climate Survey, 58% of students feel like students are disrespectful to adults.

Root Cause 6: Students are not held accountable for respectful behavior.

Problem Statement 6 Areas: District Culture and Climate

Problem Statement 7: 74% of teachers feel that instructional time is protected from disruption.

Root Cause 7: Students are pulled out for services such as RTI, Resource, and Dyslexia.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Teacher perception data reveals that we do not have an adequate Math RTI program.

Root Cause 8: We are not funded for a math interventionist.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: 88% of Mina teachers feel they have received adequate training and support with technology.

Root Cause 9: Training in technology is not tailored to teacher needs.

Problem Statement 9 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) BISD Police Department will train staff in safety drills.		Leader: Principal Others Involved: BISD Police All Staff					
= Accomplished = Continue/Modify = No Progress = Discontinue							

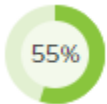
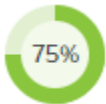




Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff.

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

Referrals 158 to 126

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Implement PBIS, Community Circles, and Restorative Discipline.		Leader: Assistant Principal Others Involved: Principal, Classroom Teachers, District Behavior Specialist	Discipline Data Reports				
2) Develop and implement Campus-Wide Behavior and Classroom Management practices, including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide, and Positive Behavior Interventions & Supports (PBIS).		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
Funding Sources: 211 - Title I, Part A - 2600.00							
3) Review discipline data at monthly faculty meetings and conduct 6 week PBIS meetings.		Leader: Assistant Principal Others Involved: Principal, Classroom Teachers, District Behavior Specialist	Decrease in discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) Implement Anti-Bullying program to include student/teacher/parent pledges and safe reporting procedures.		Leader: Counselor Others Involved: Principal, Assistant Principal, Classroom Teachers	Kindness Matters Challenge on WAG, 6-Weeks of Manners Matter Lesson Plans, Collected Pledges, Filed Bullying Reports				
5) Create, implement, and monitor the use of a continuum of behavior support options that promotes access to the general education setting and progress in the general curriculum.		Leader: Assistant Principals Others Involved: CBS coaches and Principal	Decrease amount of time out of classrooms in order to maximize access to curriculum.				
Funding Sources: 199-030 - SCE on Schoolwide - 0.00							
6) Implement Second Steps SEL curriculum.		Leader: Principal Others Involved: Assistant Principal, Classroom Teachers	Decrease in discipline referrals, Increase in positive school climate				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Staff will be trained in trauma informed schools.		Leader: District Behavior Specialist Others involved: All staff					
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Create campus safety team, conduct monthly audits of school safety, and participate in scheduled monthly drills.		Leader: Principal Others Involved: Assistant Principal Safety Committee	Safe Schools				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

ISS from 143 to 75

OSS from 15 to 10

DAEP from 438 to 416

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide counseling/mentoring through individual counseling, target groups, and lunch bunch.		Leader: Counselor Others Involved: Principal, Classroom Teachers, District Behavior Specialist	Counselor's Schedule & Documentation				
2) Identify at-risk students and partner with CIS to provide social services.		Leader: CIS Social Worker Others Involved: Principal Assistant, Principal Teachers					
= Accomplished = Continue/Modify = No Progress = 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 2020, 85% of Kinder-4th grade students will make one years growth in their reading level.







By June 2020, STAAR will increase student performance at Meets by 5%.

- Reading-59%
- Math-59%
- Writing- 44%

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) PK-4th grade students will participate in Istation and teachers will use weekly reports to provide intervention.		Leader: Principal Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers Instructional Coach	Close Reading Gaps Overall reading performance Progress Monitoring Grids IStation Data Reports Student Data Folders				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
2) Fluency instruction will be implemented and students will participate in differentiated fluency activities in class and as a part of nightly homework.		Leader: Principal Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers	Overall Reading Performance Progress Monitoring Grids Student Data Folders Grade-book				
3) Guided Reading instruction will be implemented daily, with minimum running record requirements and documentation.		Leader: Instructional Coach Others Involved: Principal Assistant Principal	Student Reading Growth Guided Reading Lesson Plans Data Grids				
Funding Sources: 211 - Title I, Part A - 300.00							
4) Accelerated Reader will be implemented as a independent reading motivational program for grades 1-4.		Leader: Principal Others Involved: Library Media Specialist Assistant Principal Instructional Coach Classroom Teachers	Overall Reading Growth Weekly AR Reports Progress Monitoring Grids				
Funding Sources: 211 - Title I, Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Deliver explicit phonics instruction with fidelity by using Saxon Phonics and Heggerty Phonemic Awareness for K-2.		Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers	Overall Reading Growth TPRI Data BAS Guided Reading Levels				
				Funding Sources: 211 - Title I, Part A - 0.00			
6) Implement foundational reading instruction to include; phonics, fluency, phonemic awareness, comprehension and vocabulary. Resources: Learning A to Z		Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Reading Growth				
				Funding Sources: 211 - Title I, Part A - 0.00			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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

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

Special Education Meets Student Performance :

-All subjects-42% to 50%

English Learner Meets Student Performance:



-All subjects-64% to 70%

Overall Student Progress Performance:

-Reading (68% to 75%) & Math (63% to 75%)

Evaluation Data Source(s) 2: 2020 STAAR results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Improve fidelity with implementation of System 44 through monitoring, teacher feedback, and implementing coaching/support.(2C)		Leader:Principal Others Involved: Assistant Principal, Special Education Teachers, Special Education Instructional Specialist	STAAR Data Progress Monitoring Grids, System 44 Monitoring Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
2) Deliver comprehensive Response to Intervention to students who are academically struggling and conduct bimonthly RTI progress monitoring meetings. (2D)		Leader: RTI Lead Teacher Others Involved: Principal, Assistant Principal, Instructional Coach	STAAR Data, RTI Notes, Progress Monitoring Grid				
	Funding Sources: 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 0.00						
3) Monitor progress of students receiving special education services through monitoring meetings. (2C)		Leader: Assistant Principal Others Involved: Principal, Special Education Teachers, Special Education Instructional Specialist	STAAR Data, Progress Monitor Grids				
4) Implement a dedicated intervention/enrichment time daily for each grade level where targeted instruction is delivered based on common assessment data; the majority of pull-outs will take place during this dedicated time. (2D)		Leader: Principal Other Involved: Assistant Principal, Instructional Coach, Teachers, RTI Lead Teacher, SPED Teachers, Dyslexia Teacher	BAS, STAAR, TPRI, Common Assessments, District Assessments				
5) Incorporate monthly data point checks in order to monitor the progress of all student groups.(2C & 2D)		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers	Data Wall, Progress Monitoring Grids, Intervention Lesson Plans				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
6) Provide tutoring opportunities for students based on current student data.(2C & 2D)		Leader:Principal Others Involved: Assistant Principal Instructional Coach Tutors	STAAR Data BAS Data				
	Funding Sources: 211 - Title I, Part A - 0.00						
7) Utilize and monitor district provided math and reading screeners to identify students and plan for intervention. (2D)		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers, RTI Lead Teacher	BAS, STAAR, TPRI, Common Assessments, District Assessments				
8) Collect formal and informal assessment data to determine if students are responding adequately to instruction and collaborate to interpret data and make instructional decisions. (2B)		Leader: Principal Others Involved: Assistant Principal, Instructional Coach , Classroom Teachers	Data Meetings, Data Walls, Progress Monitoring Grids				
= Accomplished = Continue/Modify = No Progress = 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 3: By June 2020, Mina will increase the overall Student Performance at Meets by 8% (52% to 60%) & Masters by 5% (30% to 35%).

Math - Meets (56% to 64%) Masters (34% to 39%)

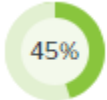

Reading - Meets (56% to 64%) Masters (36% to 41%)





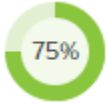

Writing - Meets (39% to 47%) Masters (12% to 17%)


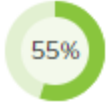




By June 2020, 80% of 4th grade students will meet progress measure.







Evaluation Data Source(s) 3: 2020 STAAR Results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Establish academic and behavior RTI committees and establish scheduled meeting times and dates. (2D & 1C)		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers, RTI Lead Teacher, District Support Specialist	Increased scores at all performance levels on STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
2) Utilize Discovery Education and Brain Pop to support integrated curriculum and cross curricular instruction.		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers	Increased student engagement to increase scores in all STAAR performance levels				
3) A balanced math curriculum will be delivered to include explicit direct instruction, math workstations, and small group instruction/intervention/enrichment.		Leader: Principal Others Involved: Assistant Principal, Classroom Teachers, Instructional Coach	Close Math gaps, Student achievement in Math - common assessments, district assessments, STAAR Lesson Plans, PLC Agendas				
4) Implement Formative Loop daily math fact development program to ensure acquisition, development, and retention of foundational math skills in grades 1-4.		Leader: Principal Others Involved: Assistant Principal, RTI Lead Teacher, Classroom Teachers, Instructional Coach	Close Math Gaps Formative Loop Weekly Reports				
Funding Sources: 211 - Title I, Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Ensure the consistency and fidelity of hands-on science labs in all grade levels.		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers, District Science Specialist	Lesson Plans, Science Academic Targets				
Funding Sources: 211 - Title I, Part A - 0.00							
6) Teachers will explicitly teach science vocabulary utilizing science vocabulary cards that include picture to be placed on visual word walls.		Leader: Instructional Coach Others Involved: Principal, Assistant Principal, Classroom Teachers	Increased knowledge of science academic vocabulary, classroom performance, district Academic Targets;				
Funding Sources: 211 - Title I, Part A - 0.00							
7) Create grade level campus based common assessments for 2nd-4th grade reading and math. (2A)		Leader: Instructional Coach Others Involved: Principal, Assistant Principal, Classroom Teachers	Student Achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
8) Consistently deliver BISD Big 8 instructional strategies. (2A)		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers	Lesson Plans				
				Funding Sources: 211 - Title I, Part A - 534.00			
9) Social Studies content will be cross curricular and delivered through literacy instruction/read alouds.		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers	Student achievement				
				Funding Sources: 211 - Title I, Part A - 0.00			
10) Continue to implement Model Classroom Project to include continued professional development through on-site meetings and observations/debriefs with John Samara.		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers	MCP/BIG 8 strategies evident in classrooms as evidenced by walk-throughs and observations, lesson plans				
				Funding Sources: 211 - Title I, Part A - 0.00			





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
11) 3rd & 4th grade teachers will participate in STAAR related training to ensure success of the state assessment.		Leader: Principal Other Involved: Assistant Principal, Instructional Coach, 3rd & 4th Grade Teachers	Growth in all performance levels on STAAR.				
Funding Sources: 211 - Title I, Part A - 0.00							
12) Provide tutoring support services in skill specific areas to any student in need.	2.4, 2.5	Leader: Principal Others Involved: Tutors Teachers RTI Teacher					
= Accomplished = Continue/Modify = No Progress = 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 4: By June 2020, 100% of BISD administrators, instructional coaches & teacher leaders will be trained in collaborative PLC work.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Utilize TEKS resource system, district bitly curriculum, and all planning tools to plan a vertically aligned and viable curriculum.		Leader: Instructional Coach Others Involved: Principal, Assistant Principal, District Language Arts Specialist	Aligned Lesson Delivery Lesson Plans, PLC Agendas				
2) Utilize PLCs for data informed lesson planning to include analyzing student performance data, writing Three Part Objectives(TPOs), reviewing assessments, creating unit HOT questions, and incorporating writing across the curriculum.		Leader: Instructional Coach Others Involved: Principal, Assistant Principal, Classroom Teachers	Aligned lesson plans, evidence of elements in lesson plans				
Funding Sources: 211 - Title I, Part A - 0.00							
3) Weekly PLCs will be teacher-led with Professional Development targeted to increase the capacity of teacher leaders.		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers	PLC Agendas, Lesson Plans, Sign In Sheets				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 4) Implement "setting the bar" work with essential standards using the Kenneth Williams framework.	2.4, 2.5	Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers	Increased focus on essential standards as evidenced by lesson plans				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							







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

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Develop systems for student attendance improvement: 1. Attendance Recognition, 2. Conduct bi-monthly attendance monitoring meetings, 3. Communicate with parents in a timely manner, 4. Utilize truancy officer to address chronic absences and tardies 5. Implement Truancy Prevention Measures.		Leader: Assistant Principal Others Involved: Principal, Attendance Clerk, Classroom Teachers, Attendance Committee	Attendance Data Reports				
2) Encourage and grow student involvement in extra-curricular activities, to include, but not limited to: 1. UIL Competitions 2. Green Team 3. PE Posse 4. Students Advisory Committee 5. Choir 6. Art Club 7. Dance Team 8. Task Force 9. Talent Show 10. Running Club 11. ASL Club 12. Science Fair		Leader: Principal Others Involved: Assistant Principal, Club Sponsors	Student Surveys, Rosters, Sign-in sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
3) Students will set individual learning goals through the use of student data sheets; goals and progress will be communicated with parents each nine weeks.		Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Classroom Teachers	Student Data Folders				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: By June 2020, we will increase communication with internal and external users by at least 25% through promoting student and staff success, building trust, and strengthening the district's brand and message.

Evaluation Data Source(s) 1: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Communicate with parents through weekly classroom newsletters, weekly school messenger updates, monthly school newsletter through email and hard copy, and frequent phone school messenger updates.		Leader: Principal Others Involved: Assistant Principal, School Secretary, Classroom Teachers	School Messenger Reports, Newsletters				
Funding Sources: 211 - Title I, Part A - 0.00							
2) All classroom teachers will create classroom Dojo accounts in order to communicate with parents and share classroom activities/celebrations.		Leader: Principal Other Involved: Assistant Principal, Teachers	Dojo communication logs				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: By June 2020, BISD will expand the number of community and business partnerships with BISD by 20%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Include community members to participate in our annual Career Day and Read Across America.		Leader: Counselor Others Involved: Principal, Assistant Principal, Classroom Teachers	Agenda, Sign-In Sheets				
2) Continue to recruit community members to participate in our school mentor program.		Leader: Counselor	Mentor Sign In Sheets, List of Mentors				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: By June 2020, BISD will increase the number of needs-driven district-based family & parent engagement activities by 5% to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Source(s) 3: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide opportunities for parents to participate in Family Nights where they will learn how to best support their child academically, socially, and emotionally.		Leader: Principal Other Involved: Assistant Principal, Teachers	Sign-In Sheets				
Funding Sources: 211 - Title I, Part A - 0.00							
2) Parents are required to participate in a conference in order to receive their child's first nine-weeks report card; parents of students who are failing one or more subjects will be required to participate in a parent conference in order to receive the 3rd nine weeks report card.		Leader: Principal Other Involved: Assistant Principal, Teachers	Parent Conference Recording Sheet				
3) Conduct Kindergarten Kick-off to enroll and assess upcoming students.		Leader:Principal Others Involved: Assistant Principal, Kindergarten Teachers	Sign-In Sheets, Kinder Kick-off Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
4) Provide opportunities during the school day and after school for families to participate in school-wide events, such as Grandparents Day, Veteran's Day, Muffins w/ Mom, Donuts w/ Dad, Thanksgiving Lunch, Class Parties, Showcasing Events, Award Ceremonies, and Family Nights.		Leader: Principal Others Involved: Counselor, Assistant Principal	Sign-In Sheets				
5) 5) Provide Love & Logic, Parenting from the Heart training.	3.1	Leader: Principal Others Involved: Counselor, Assistant Principal Mina Parents Courtney Ryan- Trainer					
Funding Sources: 211 - Title I, Part A - 1200.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							