

Bastrop Independent School District

Bastrop High

2019-2020



Mission Statement

As a leader in innovative, student-centered education, the mission of Bastrop ISD and Bastrop High School 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.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bastrop High School is located in Bastrop, Texas and is a rural- suburban school which is located east of Austin. Student and teacher information over the past three (4) years is as follows:

Students Population

Year	Student Enrollment
2015-16	1348
2016-17	1329
2017-18	1404
2018-19	1468

Student Demographics

Race/Ethnicity	2015-16	2016-17	2017-18	2018-19
Hispanic/Latino	44.21%	46.95%	49.72%	51.98%
American Indian/Alaskan Native	.37%	.38%	.36%	.34%
Asian	.30%	.53%	.64%	.82%
Black/African American	8.31%	7.98%	6.62%	5.65%
Native Hawaiian/Pacific Islander	0%	.08%	.14%	0%
White	43.77%	40.33%	38.82%	37.19%

Student Program Information

Program	2015-16	2016-17	2017-18	2018-19
Special Education	10.24%	10.68%	10.61%	10.29%
ELL	5.12%	5.49%	8.33%	10.56%
At-Risk	51.71%	47.93%	43.95%	53.41%
Eco Disadvantaged	47.63%	47.78%	54.70%	53.13%

Teacher Data (Numbers)

Years of Experience	2015-16	2016-17	2017-18	2018-19
Beginning Teacher	5	10	5	6
1-5	25	25	26	21
6-10	19	15	15	10
11-20	26	30	32	29
Over 20	13	11	15	21

Demographics Strengths

Some of the most notable strengths of Bastrop HS are:

1. BHS is the legacy school in BISD with a long history of support from parents and the community.
2. Many families are moving into BISD because of the schools and location.
3. Majority of teaching staff has at least 6 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in the number of ELL students.

Problem Statement 2: Number of ELL newcomers (new to the country) has tripled within the last year.

Problem Statement 3: Increase in the overall student population

Student Achievement

Student Achievement Summary

Bastrop High School overall rating is a "B" campus based on the results from the 2018-19 State of Texas Assessments of Academic Readiness (STAAR). BHS had the following results on the 2019 STAAR Test for grades 9, 10 and 11.

Approaches Grade Level (Percentage) - Blanks indicate fewer than 5 students.

Spring 2019	Eng	Lang Arts	Algebra 1	Biology	US History
Eco Disadvantaged	56	49	76	93	
American Indian/Native American					
Asian					
Black/African American	41	39	71	85	
Hispanic	50	47	77	91	
Native Hawaiian/Pacific Islander					
White	68	56	90	97	
LEP	24	35	58	76	
Special Ed	9	33	49	64	

Meets Grade Level (Percentage)

Spring 2019	Eng	Lang Arts	Algebra 1	Biology	US History
Eco Disadvantaged	38	20	50	77	
American Indian/Native American					
Asian					
Black/African American	13	9	38	65	
Hispanic	31	19	38	69	
Native Hawaiian/Pacific Islander					
White	53	26	72	85	
LEP	6	6	11	45	
Special Ed	4	5	13	36	

Masters Grade Level (Percentage)

Spring 2019	Eng	Lang Arts	Algebra 1	Biology	US History
Eco Disadvantaged	5	9	16	48	
American Indian/Native American					
Asian					
Black/African American	1	0	4	25	
Hispanic	3	9	10	39	
Native Hawaiian/Pacific Islander					
White	9	10	28	61	
LEP	0	4	1	15	
Special Ed	0	1	1	14	

Did Not Meet (Percentage)

Spring 2019	Eng	Lang Arts	Algebra 1	Biology	US History
Eco Disadvantaged	44	51	24	7	
American Indian/Native American					
Asian					
Black/African American	59	61	29	15	
Hispanic	50	53	23	9	
Native Hawaiian/Pacific Islander					
White	32	54	10	3	
LEP	76	65	42	24	
Special Ed	91	67	51	36	

TELPAS Composite Rating Level (Percentage) B=Beginner/I=Intermediate/A=Advanced/AH=Advanced High

Grade	Total Students	Listening B/I/A/AH	Speaking B/I/A/AH	Reading B/I/A/AH	Writing B/I/A/AH
9th Grade	53	6/40/36/19	36/32/26/6	11/40/38/11	0/21/36/43
10th grade	45	16/36/38/11	27/31/38/4	22/44/27/7	5/23/32/41
11th grade	31	13/32/39/16	32/26/26/16	10/45/32/13	3/22/16/58
12th Grade	20	5/25/50/20	10/30/35/25	20/35/25/20	5/5/25/65

Advanced Placement Exams 2018-19 BHS had 74 students take 221 exams. Results are listed below.

Studio Art 2D - 1 exam - 5.0 average

Studio Art Draw - 1 exam - 5.0 average

English Lang. - 46 exams - 2.3 average

English Lit - 23 exams - 2.4 average

Human Geo - 31 exams - 2.1 average

Macroecon - 22 exams - 2.2 average

Psych - 13 exams - 1.3 average

US Gov/Pol - 22 exams - 2.7 average

US History - 43 exams - 2.3 average

World History - 28 exams - 2.6 average

Calc AB - 12 exams - 2.8 average

Stats - 11 exams - 2.0 average

Biology - 20 exams - 2.4 average

Chemistry - 12 exams - 1.4 average

Env. Science - 33 exams - 2.6 average

Physics 1 - 8 exams - 1.6 average

Physics 2 - 5 exams - 2.6 average

Span. Lang - 7 exams - 4.1 average

Span Lit - 1 exams - 2.0 average

SAT/ACT Information (Class of 2019)

Average Score

SAT 227 Total Tested - English/Reading/Writing 528 Math 504 Combined 1029

ACT - English 19.2 Math 20.1 Reading 20.5

SAT - Reading Math Writing

Student Achievement Strengths

BHS student achievement strengths include:

1. Student performance on the Biology EOC.
2. Student performance on the US History EOC.
3. Student performance on the US History EOC - 77% At Grade Level or above and 43% Masters Grade Level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All student percentage for "approaches grade level or above" on all subjects of the STAAAR EOC is 65%.

Problem Statement 2: Students performance on English EOC is 56% combined.

Problem Statement 3: ELL students performed significantly lower (49%) on STAAR EOC exams all subject

Problem Statement 4: Special Education students performed significantly lower (26%) on STAAR EOC exams all subjects.

Problem Statement 5: Students retaking STAAR EOC performed significantly lower than first time exam takers.

School Culture and Climate

School Culture and Climate Summary

The Bastrop High School motto is "Every student, every day." It is our goals as educators to reach each student on some level each and every day.

Bastrop High School has established the Bear Essentials to guide expectations and behaviours for students. They are:

Be responsible for your actions.

Exhibit excellent character at all times.

Activate your mind for learning.

Respect everyone you encounter.

Teachers are trained in and use the Model Classroom Project (MCP) to implement student engaged learning. The model consists of the following steps:

Greet students at the door

Interactive Warm-up

Three Part Objective (TPO)

School Culture and Climate Strengths

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance rate is below targeted goal of 95%.

Problem Statement 2: a majority of OSS and ISS placements are 9th graders.

Problem Statement 3: Number of out of school suspensions (OSS) increased from 2017-18 to 2018-19.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Strengths of the BHS include:

1. A student centered philosophy.
2. A strong sense of community and collaboration.
3. A commitment to providing students with the tools they will need to be successful.
4. New Teacher Lunch Academy for 1st year teachers.

Staff Quality, Recruitment, and Retention Strengths

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 21% of staff had to be replaced.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment Strengths

Strengths include:

1. Teacher input into district curriculum and year at a glance.
2. Teacher use of data to identify strengths and needs of students.
3. Short cycle assessments and academic target assessments aide teachers in monitoring students progress as they move through the curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Not 100% compliance with MCP strategies

Parent and Community Engagement

Parent and Community Engagement Summary

Bastrop High School believes education is a partnership between school, home and community. We encourage communication with our excellent faculty and staff. We look forward to working with students, parents and the community to provide a great high school experience for every student.

The Bastrop High School Faculty is dedicated and committed to helping students succeed in high school so they can become successful, productive members of our society. Our teachers strive to plan and deliver rigorous, relevant lessons that engage and challenge students. We believe our students should be working hard and thinking daily. We take pride in working with every student, every day!

Bastrop High School is a comprehensive high school that is proud to serve a diverse student population in grades 9through 12. Our students are proud of the legacy of excellence established by former BHS students. Current BHS students continue to build on the legacy by demonstrating leadership in the school and community. They work hard to make sure Bastrop High School stays a great place!

Bastrop HS enjoys the support of the Bastrop Education Foundation as well as the Bastrop Chamber of Commerce We Believe in BISD group. The BEF provides opportunities for teachers to apply for grants to fund innovative ideas that will help improve instruction for our students. The We Believe in BISD group provides positive support and encouragement through publicity and various activities during the year.

Parent and Community Engagement Strengths

Strengths of the BHS community include:

1. Being the legacy school in the Bastrop community.
2. Strong parent, community and local business support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Volunteers during the school day have slowly declined over the past several years.

School Context and Organization

School Context and Organization Summary

School Context and Organization Strengths

Strengths include:

1. Providing a large number of extracurricular opportunities of students.
2. Students opportunities for input into campus activities and campus life.
3. Teacher opportunities to provide input into campus operations and systems.

Technology

Technology Summary

The staff and students of Bastrop High School have access to a variety of technology available to them.

Students and teachers have access to at least one computer in every classroom. Teachers can reserve mobile laptop carts (Computers on Wheels or COWS) for use in their classroom.

Every teacher has a laptop assigned to them for their use. Laptops are equipped with the latest software. They are also equipped with video conferencing capability for meetings and staff development.

Classrooms have mounted digital projector for presentations of material. Document cameras are also available for teachers.

A variety of staff development opportunities are provided to teachers through the year. Teachers attend designated staff development sessions throughout the school year.

Google classroom is used by a majority of the teachers.

A large number of textbooks are available for student access on-line.

Technology Strengths

Strengths include:

1. Use of Google classroom by a majority of the teachers.
2. Teacher and student access to a variety of technology professional development opportunities.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- PSAT and/or ASPIRE
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

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

- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures 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 2020, Bastrop High School 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:

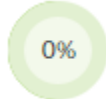
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Implement and annually review a comprehensive safety plan that includes safety training for students, faculty, and staff.	District and Campus safety teams	Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning.				
2) Increased collaboration with local law enforcement agencies in campus-based emergency response training	District and Campus safety teams	Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning.				




= Accomplished



= Continue/Modify



= No Progress




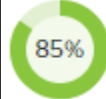




= Discontinue

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide professional development training during before school starts inservice to detail what consists of a disciplinary infraction, the BISD discipline matrix, and proper procedures in contacting parents and writing referrals	BHS administration team	A more unified, codified, and consistent response to discipline				
2) A weekly monitoring of discipline infractions and consequences during Team Bastrop administration weekly meetings	BHS administration team	Closely monitored system insuring consistency and improved student behavior				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


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

Performance Objective 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Require all BHS staff to attend district mandated training in all areas of trauma, mental health, and maltreatment of children	Principal	The staff will have increased awareness of student's needs and dangers, and know how to identify, act, and help children in distress				
2) Provide outside training to counselors of the causes, signs, and effects of human trafficking.	Principal	Counselors will present at faculty meetings how staff can identify and aid students in danger of being trafficked or suffering from human trafficking.				
3) Provide outside training to counselors of the causes, signs, and effects of human trafficking.	Principal	Counselors will present at faculty meetings how staff can identify and aid students in danger of being trafficked or suffering from human trafficking.				
4) Social worker will create a lesson plan covering the the dangers and how to avoid human trafficking to be delivered for students	Principal	Higher student awareness of the dangers of human trafficking		✖		
5) During monthly staff meetings, present units on grief, trauma, mental health, and other issues confronting students today.	BHS Administration	Raise awareness about the threats students face today, how to identify, and the next steps to get the student help,				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Create threat assessment team made up of an administrator, counselor, social worker and 3 teachers that meets monthly to examine the overall tone and atmosphere of the school, as well as discuss any underlying concerns	Principal, Assistant Principal	A campus wide awareness of any possible threats and strategies to deal with them.				
2) Create threat assessment team made up of an administrator, counselor, social worker and 3 teachers that can respond to immediate threats instantly, possibly just part of the team depending on the serious and immediacy of the threat	Principal	Have action plans in place to mitigate and eliminate any threat as quickly as possible.				
3) Create threat assessment team made up of an administrator, counselor, social worker and 3 teachers that can respond to immediate threats instantly, possibly just part of the team depending on the serious and immediacy of the threat	Principal	Have action plans in place to mitigate and eliminate any threat as quickly as possible.				
4) Safety team will develop and implement multi-hazard emergency operation plan and disseminate to entire staff	Principal	Through safety drills and professional development, train staff and students on proper response to multi-hazard emergencies.				
5) Use the Behavioral Threat Assessment and Management for Educators and Administrators Toolkit to insure best threat prevention practices are being implemented	Administration team	To help create an effective and flexible plan to deal with all possible threats.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

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

ISS from 1088 to 1034


OSS from 146 to 139

DAEP from 59 to 56

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

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide and Positive Behavior Interventions and Supports (PBIS).	Administrators, PBIS Committee, District Behavior RTI Coordinator, and Behavior Interventionists	1. Implementation can be measured through campus PBIS and RTI committee data collection and work. 2. Impact can be measured by PBIS data collection during November and March using Campus Reflection Sheet.				
2) Consistently Implement and Support a District-Wide Behavior Response to Intervention Program.	Administrators, PBIS Committee, District Behavior RTI Coordinator, and Behavior Interventionists	1. Implementation can be measured by discipline data and the SEL surveys. 2. Impact can be measure by improved behavior and academic performance.				
3) Campus-Wide implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and campuses.	Administrators, PBIS Committee, District Behavior RTI Coordinator, and Behavior Interventionists	1. Implementation can be measured by discipline data and the SEL surveys. 2. Impact can be measure by improved behavior and academic performance.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
4) Implement and monitor the effectiveness of Campus Behavior Support programs that promote access to the general education	Administrators, PBIS Committee, District Behavior RTI Coordinator, and Behavior Interventionists	1. Implementation can be measured by behavior program data collection and the number of students at each level of the continuum. 2. Impact can be measured by a reduction of ISS and placements of students in behavior programs at Bastrop High School from previous years to the current.				
5) Establish common campus expectations through an active PBIS committee	BHS Administration	Processes and procedures implemented to reduce opportunity, motivation, or circumstances for student misbehavior				
6) Implement Operation Time Clock in which administration and entire campus makes concentrated effort to minimize tardies on a daily, and hourly, basis	BHS Administration	With a focus on negating the small problems immediately, create a culture that minimizes acts that lead to ISS, OSS, and DAEP.				
						

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, STAAR EOC ELA will increase student performance at Meets by 5%.

- English I (37% to 42%)
- English II (43% to 48%)

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Implement and progress monitor a curriculum system through a district website that includes: a. Year-At-Glance scope and sequence document, b. Instructional Focus Document, c. Vertical alignment resources, d. Required and recommended resources, e. Instructional strategies aligned with the Big 8 sheltered instruction framework and MCP, and f. Assessment and data protocols, including expectations for campus-based common assessments.	Campus Leaders, Teachers, Instructional Coach	1. Implementation can be measured by Instructional Coach attending PLC to guide teachers to the resources provided by district. 2. Impact can be measured by the clear articulated alignment of the model, professional development, programs and defined processes and protocols.				
2) Train, support, and monitor the implementation of district protocols for campus-based common assessments and district assessments that aligns to the rigor of state standards and informs teaching and learning.	Campus Leaders, Teachers, Instructional Coach, and ELA Specialist	1. Implementation can be measured through documented collaborative conversations with campus and district staff regarding the purpose and desire framework for common assessments. Full implementation will result in developed protocols. 2. Impact can be measured by campus implementation and use of common assessment data to inform student learning and instructional decision making				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
3) Increase access to and utilization of student devices and online resources for academic intervention, enrichment, and assessment.	Campus Leaders, Instructional Coach, Digital Learning Specialists	<p>1. Implementation can be measured by increasing student/device ratio, increased inventory accessible by staff. Provide devices to English I and English II, Read 180, and Practical teachers.</p> <p>2. Impact can be measured by increased number of students and staff actively using digital applications for learning and instruction for intervention classes.</p>				
4) Provide curriculum implementation and instructional supports such as teacher coaching, professional development, PLC Paloozas based on Academic Target data, assistance in building campus-based common assessments.	Campus Leaders, Teachers, Instructional Coach, and ELA Specialist	<p>1. Implementation can be measured by observations in classrooms, campus leaders attending PLC, and feedback from instructional coach.</p> <p>3. Instructional Coach working with new teachers in English II developing a detailed lesson plan and guiding teachers with the implementation of the lesson.</p> <p>2. Impact will be measured by STAAR performance as compared to district assessments in the grades and subjects where targeted guidance given.</p>				
5) Identify and assess the specific academic needs of at-risk students (McKinney-Vento) to provide targeted instruction and support services.	Campus Leaders, RTI Campus Coordinator, Social Worker, Counselors, and attendance committee	<p>1. Provide resources to campus staff to increase academic achievement and attendance rates. Continue to provide resources to parent at meetings.</p> <p>2. Impact can be measured by improved performance on district targets and STAAR scores for identified population.</p>				
						

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

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

Special Education Meets Student Performance :

-English I (1% to 6%), English II (7% to 12%) & Algebra I (4% to 9%)

English Learner Meets Student Performance:

-English I (5% to 10%), English II (9% to 13%) & Algebra I (7% to 12%)


Overall Student Progress Performance:

-English I (51% to 56%), English II (57% to 62%) & Algebra I (48% to 53%)

Evaluation Data Source(s) 2: 2020 STAAR results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Support and Monitor the use of multiple co-teaching models and instructional strategies in co-taught classrooms.	BHS Administrators, Instructional Coach, Special Education Department Chair	<p>1. Implementation can be measured by classroom observation of variety of co-teaching models and use of instructional strategies.</p> <p>2. Administrators collaborating with each other using observation look for guide from special education department.</p> <p>3. Implementation can be measured by improved progress by students in Special Education on district assessments, improved achievement on state and district assessment.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>2) Support campus staff with sheltered instruction, Big 8 BISD, and Model Classroom Project.</p> <p>- Training at campus faculty meetings, PLC, and conference periods to address alignment of sheltered instruction, Big 8, and Model Classroom Project.</p>	BHS Administrators, Instructional Coach, ELL Para	<p>1. Implementation can be measured by targeted walk-through data and common assessment data.</p> <p>2. ELL Para monitoring and assisting teachers with ELL students by attending classes.</p> <p>3. Impact will be measured by increase of EL students moving proficiency level in TELPAS and increase in EL student progress in STAAR.</p>				
<p>3) Implement and progress monitor a multi-tiered system of academic support that includes universal screeners in reading and math along with both computer-based and teacher-directed intervention lessons.</p>	RTI Academics Administrator, Campus RTI Coordinator/Graduation coach, and District Coordinator of Academic RTI	<p>1. Implementation will be measured through monitoring the assessment timelines and progress monitoring of students' reading and math levels.</p> <p>2. Guiding and supporting teachers with using Read 180 and Imagine Math in the classroom.</p> <p>3. Impact will be measured by viewing the data from intervention classes to see who is on grade level.</p>				
<p>4) Provide summer school for students needing support in reading and math.</p>	BHS Administrators, Instructional Coach, Counselors, RTI Campus Coordinator/Graduation Coach	<p>1. Implementation can be measured by student attendance sheets and progress on Edgenuity.</p> <p>2. Impact can be measured by EOC retest results.</p>				
<p>5) Provide Migrant and homeless students opportunities to explore college and career pathways including college visits and SAT/ACT support and provide needed services such as transportation, nutrition, medical/dental, physical/hygiene, academic supports, social/emotional interventions, and community resources.</p>	BHS Administrators, Social Worker, Homeless Liaison and Migrant Recruiter, and Campus Nurse	<p>1. Implementation can be measured by student participation in Tier 1, Tier 2, and college visits. College Career Advisor and Social Worker will encourage students to explore different pathways.</p> <p>2. Encourage and recruit students to attend B.E.S.T College Night, college visits, and FASFA Night.</p> <p>3. Impact can be measured by increased percentage of Migrant and homeless students participating in college opportunities and enrollment in post-secondary institutions.</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 2020, BHS will increase the overall Student Performance at Meets by 7% (43% to 50%) & Masters by 5% (14% to 19%).

Algebra I - Meets (21% to 28%) Masters (9% to 14%)

English I - Meets (37% to 44%) Masters (6% to 11%)

English II - Meets (43% to 50%) Masters (5% to 10%)

Biology - Meets (50% to 57%) Masters (16% to 21%)


US History - Meets (77% to 84%) Masters (49% to 54%)


Evaluation Data Source(s) 3: 2020 STAAR Results


Summative Evaluation 3:

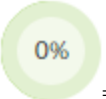
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Train, support, and monitor with fidelity of use of B.I.G 8 strategies, Model Classroom Project, and writing daily in English classes.	BHS Administrators and Instructional Coach	1. Implementation can be measured with district walk-through form and coaching support implemented. 2. Providing Model Classroom Project training with mini-sessions for EOC and new teachers. 3. Guiding and monitoring English teachers implementing 5 minutes of writing every day. Prompts will be generated by teams. 4. Impact can be measured by data from common assessments and STAAR data.				


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
2) Implement STAAR interventions for students who have not met standard of STAAR exam. - After school tutoring - Push In or Pull Out tutoring	BHS Administrators, Instructional Coach, RTI Coordinator/Senior Coach	1. Implementation will be measured through creation of intervention documentation. 2. Create STAAR support classes for students who have not met standard. Specifically: Practical, Read 180, Read III, and Math Models. 2. Impact will be measured by data from Edgenuity, Read 180, and Imagine Math.				
3) Improve implementation with fidelity of Read 180, Imagine Math, and System 44.	BHS Administrators, Instructional Coach, District RTI Academics	1. Implementation will be measured by walk-through and data from the programs. 2. Impact will be measured by the data from Read 180, Imagine Math, and System 44.				



 = 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 Bastrop High School PLC teachers will be trained in collaborative PLC work.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide training and support to PLC teachers on the effective facilitation of PLCs.	BHS Administrators and Instructional Coach	1. Implementation will be measured with BHS Administrators attending two PLCs a week and IC attending three PLCs a week. During weekly admin meetings will discuss any concerns. 2. Impact will be measured with well planned out lessons that engages all students in learning.				
2) Increase collaboration with PLC teams by training and supporting teachers on their roles and responsibilities.	BHS Administrators and Instructional Coach	1. Instructional Coach provides professional development with creating a collaborative team. 2. Support teachers with Model Classroom Project with mini-sessions based on campus goals.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = 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 5: By June 2020, Bastrop High School will increase the percent of graduates meeting College, Career & Military Readiness by 5% (62% to 67%)


Evaluation Data Source(s) 5:


Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Monitor and implement career pathways that lead to industry certification and careers after high school.	BHS Administrators, Counselors, and College and Career Counselor	1. Implementation can be measured by the success rate of students passing and obtaining Industry recognized certifications. 2. College and Career Advisor and Counselors working with students making them aware of CTE pathways and certifications that are available. 3. College and Career Advisor supporting Automotive ACC class 4. 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.				
2) Provide training and support for SAT, ACT, TSI readiness differentiation in Pre-AP and AP coursework.	BHS Administrators, Counselors, and College and Career Counselor	1. Implementation can be measured by making faculty aware of post-secondary options. 2. Create TSI Math and Reading classes. Send teachers to training to prepare students for TSI assessment. 3. 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.				

 = 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Hold a "Meet the Teacher" Open House on September 9th.	BHS administration	An introduction of the staff to the community and parents, as well as reinforcing lines of communication.				
2) Create a parent newsletter to highlight the achievements, accomplishments, and up coming events of the Bastrop High School student body	Principal	Increase community awareness of the many excellent things happening at BHS.				
3) Repeatedly reinforce to responding to parents with the maximum of 24 hours, but if plausible, same school day.	Administration Team	Accentuated the perception and reality that the BHS staff is professional and responsible. Give parents confidence that their concerns are valid and addressed.				




= 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, Bastrop High School will expand the number of community and business partnerships with BISD by 20%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Through the Bastrop Chamber of Conference, establish relationships with local businesses for symbiotic employment opportunities for students	Principal	Increased local effective employment by BHS students				
