

Bastrop Independent School District

Bastrop High

2020-2021 Campus Improvement Plan



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 four (4) years is as follows:

Students Population

Year	Student Enrollment
2016-17	1329
2017-18	1404
2018-19	1468
2019-20	1441

Student Demographics

Race/Ethnicity	2016-17	2017-18	2018-19	2019-20
Hispanic/Latino	46.95%	49.72%	51.98%	52.6%
American Indian/Alaskan Native	.38%	.36%	.34%	.28%
Asian	.53%	.64%	.82%	.49%
Black/African American	7.98%	6.62%	5.65%	6.25%
Native Hawaiian/Pacific Islander	.08%	.14%	0%	0%
White	40.33%	38.82%	37.19%	36.71%

Program	2016-17	2017-18	2018-19	2019-20
Special Education	10.68%	10.61%	10.29%	11.52%
ELL	5.49%	8.33%	10.56%	13.05%
At-Risk	47.93%	43.95%	53.41%	55.86%
Eco Disadvantaged	47.78%	54.70%	53.13%	57.25%

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. BHS is widely diverse in student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There has been an increase in the number of ELL students. **Root Cause:** The demographics of the campus continue to change due to the increased economic needs of the community.

Problem Statement 2: The At Risk population has increased the past four years. **Root Cause:** The demographics of the campus are changing.

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). Below is last four years of EOC percentages:

English I

	16-17	17-18	18-19	19-20 (mock)
Approaches	45.45%	47.5%	50.9%	56.6%
Meets	31.49%	31.6%	37.2%	40.8%
Masters	3.77%	4.2%	5.6%	6%

English II

	16-17	17-18	18-19	19-20 (mock)
Approaches	61.7%	53.6%	57%	57.4%
Meets	46.7%	36.3%	42.8%	45%
Masters	4.3%	3.9%	5%	7%

Algebra I

	16-17	17-18	18-19	19-20 (mock)
Approaches	61.7%	62.1%	47.9%	49%
Meets	19%	23.9%	21.3%	15.8%
Masters	5.3%	8.4%	9.2%	2.5%

Biology

	16-17	17-18	18-19	19-20 (mock)
Approaches	87.8%	87.3%	83.7%	73%

	16-17	17-18	18-19	19-20 (mock)
Meets	57%	51.4%	53.6%	48.7%
Masters	17%	17.3%	17.4%	19.8%

US History

	16-17	17-18	18-19	19-20 (mock)
Approaches	95.8%	96.2%	93.3%	89%
Meets	70.4%	78.4%	77%	63%
Masters	34.5%	43.3%	48.8%	34.4%

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

College, Career, Military Readiness

2018 - 62.1%

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 meets and master level have increased in US History.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English 1 and English 2 performance in approaches, meets, and masters is below state average. **Root Cause:** Students are below reading grade level when and lack comprehension skills.

Problem Statement 2: Algebra 1 performance has decrease the last two year.s **Root Cause:** Special Education and EL scores are below other sub pop scores.

Problem Statement 3: ELL students performed significantly lower on STAAR EOC exams in all subject areas **Root Cause:** Shelter Instructional strategies are not used with fidelity.

Problem Statement 4: Special Education students performed significantly lower (26%) on STAAR EOC exams all subjects. **Root Cause:** Instructional strategies and supports for special education students are not being implemented with fidelity.

Problem Statement 5: Student growth is low in math. **Root Cause:** 8th Grade student growth is high making it difficult to show growth in algebra.

School Culture and Climate

School Culture and Climate Summary

BHS Discipline Data: Number of students with out of classroom placements:

ISS	OSS	DAEP	Expulsion
745	180	78	5

BHS Attendance Rate

Year	Rate
16-17	93.7
17-18	93.8
18-19	93.6
19-20	94.9

Campus teacher climate survey revealed the following area as the greatest area of need.

1. Student behavior support with emphasis on disrespect towards adults.

School Culture and Climate Strengths

Teachers are trained in a common instructional model throughout the campus.

Student attendance rate has increase.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance rate is below targeted goal of 95%. **Root Cause:** Students who are absent are absent frequently and the campus struggles to provide adequate incentives and supports to encourage attendance.

Problem Statement 2: The number of out of the classroom placements has increased the last three years. **Root Cause:** Inconsistency with discipline procedures and lack of implementation of SEL and PBIS on the campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Retention Rate:

Year	Teacher Retention Rate
18-19	22.6%
19-20	18.8 %

New Teacher Retention Rate:

10.53%

New Teacher Support:

- District Meetings 3 times per semester
- Campus New Teacher Breakfast
- Campus Mentor
- PLC's
- Instructional Coaches

Staff Quality, Recruitment, and Retention Strengths

Retention % increased for the 20-21 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: When teachers leave after 1 or 2 years in BISD, the training and investments of the district leave with them. **Root Cause:** Being so near the Austin area, new teachers frequently commute to Bastrop and once they gain more experience move on to positions closer to home.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Implemented district and campus systems for the following:

- District Curriculum Website focused on viable curriculum
- Weekly aligned lesson plans due for each subject
- PLCs implemented daily for EOC subjects and weekly for non-tested subjects.
- Common Assessments entered into eduphoria for data purposes
- Added academic targets to assessment calendar for tracking of student progress
- Utilization of Model Classroom Project for Instructional Model

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. Common 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: Implementation of Model Classroom Project **Root Cause:** Not all staff have been trained and supported in MCP.

Problem Statement 2: There is a lack of alignment with district yag, lesson plans, and instruction. **Root Cause:** Lack of effective facilitation and collaboration of PLCs.

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 9 through 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. **Root Cause:** COVID-19 has limited the amount of interaction on campus with outside individuals.

School Context and Organization

School Context and Organization Summary

Bastrop High School is committed to providing students with a quality education that will provide a strong foundation for future success. It strives to maximize instructional time to meet this goal.

The school day for students is 8:40 am to 4:10 pm. (450 minutes per day)

Bastrop High School seeks to maximize instructional time by providing a schedule that includes as much time in class as possible. Students at Bastrop High School take seven (7) classes per day. The school day is organized into seven (7) periods which are 50 minutes in length. Students have five (5) minutes to pass between classes. There are three (3) 30 minute lunch periods for students to eat.

Bastrop High School offers a variety of clubs and organizations for student to be involved. BHS hosts a tutoring before and after school. Students attend a 30minute intervention period every day during Bear Time.

Bastrop High School has two social workers that support students with their social and emotional well being.

Bastrop High School offers classes both online and onsite in a blended learning model. Students are allowed to switch learning methods every 6wks.

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.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Utilization of Bear Time to support students with their academics. **Root Cause:** BHS did not have an intervention time built into the schedule in past.

Technology

Technology Summary

Bastrop High School currently has 750 devices for over 1500 students.

Devices and hotspots are distributed to online students.

There are currently 467 devices checked out to students.

Teachers utilize Google Classroom, Zoom, and Google Meet to reach online students.

Technology Strengths

Strengths include:

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

Problem Statements Identifying Technology Needs

Problem Statement 1: BHS does not have enough Chromebook devices to support students both online and onsite. **Root Cause:** Funds have not been allocated in the past to purchase devices.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

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
- 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 benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- 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
- T-P ESS data

Goals









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

Performance Objective 1: By June 2021, BHS will increase safety training opportunities within the district by 5%.

Evaluation Data Sources: Safe Schools Audits

Summative Evaluation: None

Strategy 1: Monitor and audit safety plans, drills, and processes. Strategy's Expected Result/Impact: Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning. Staff Responsible for Monitoring: District and Campus safety teams	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Have city and/or county officials participate in drills. Strategy's Expected Result/Impact: Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning. Staff Responsible for Monitoring: District and Campus safety teams	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide training for staff on safety drills. Strategy's Expected Result/Impact: Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning. Staff Responsible for Monitoring: Campus and District safety teams	Oct	Jan	Mar	June
	Reviews			
	Formative			Summative
Strategy 4: Conduct after action reviews for all safety drills. Strategy's Expected Result/Impact: Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning. Staff Responsible for Monitoring: Campus and District safety teams	Oct	Jan	Mar	June
	Reviews			
	Formative			Summative






Strategy 5: Conduct threat assessments as appropriate/needed. Strategy's Expected Result/Impact: Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning. Staff Responsible for Monitoring: Campus and District Safety Teams	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 6: Provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat. Strategy's Expected Result/Impact: Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning. Staff Responsible for Monitoring: Campus and District Safety Teams	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 7: Implement multi-hazard emergency operations plans. Strategy's Expected Result/Impact: Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning. Staff Responsible for Monitoring: Campus and District Safety Teams	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 8: COVID related operational materials. Strategy's Expected Result/Impact: Increased staff and student emergency preparation so staff and students feel safer and more prepared, creating an environment of conducive to learning. Staff Responsible for Monitoring: Campus and District Safety Teams	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By June 2021, 90% of BHS will have a 20% or less variance in coding discipline referrals.

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

Summative Evaluation: None





Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment. Strategy's Expected Result/Impact: A more unified, codified, and consistent response to discipline Staff Responsible for Monitoring: BHS administration team	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ongoing classroom management training in bullying prevention and discipline matrix. Strategy's Expected Result/Impact: Closely monitored system insuring consistency and improved student behavior Staff Responsible for Monitoring: BHS administration team	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Standardized procedures for referral data entry and analysis. Strategy's Expected Result/Impact: Closely monitored system insuring consistency and improved student behavior Staff Responsible for Monitoring: BHS administrative team	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By June 2021, BHS will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

Evaluation Data Sources: Skyward reports

Summative Evaluation: None

Strategy 1: Train all staff in sexual abuse, human trafficking, and other maltreatment of children. Strategy's Expected Result/Impact: Closely monitored system insuring consistency and improved student behavior Staff Responsible for Monitoring: BHS administrative team	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continuing education for staff on trauma-sensitive care on how grief and trauma affects student learning and behavior. Strategy's Expected Result/Impact: Closely monitored system insuring consistency and improved student behavior Staff Responsible for Monitoring: BHS Administration, counselors, and social workers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Establish common campus expectations through an active PBIS committee. Strategy's Expected Result/Impact: Closely monitored system insuring consistency and improved student behavior Staff Responsible for Monitoring: BHS administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide ongoing SEL lessons and support for all students. Strategy's Expected Result/Impact: Closely monitored system insuring consistency and improved student behavior Staff Responsible for Monitoring: BHS Administration and PBIS Committee	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Review referral data with staff and PBIS/safety committee. Strategy's Expected Result/Impact: Closely monitored system insuring consistency and improved student behavior Staff Responsible for Monitoring: BHS Administration and PBIS Committee	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 1: By June 2021, BHS will increase STAAR Growth measures as follows:

- SPED Student Growth: - ENG II - RD (34% to 44%) and ALG I - M (21% to 31%)
- EL Student Growth: - ENG II - RD (61% to 67%) and ALG I - M (64% to 70%)
- Eco Dis Student Growth: - ENG II - RD (65% to 71%) and ALG I - M (62% to 68%)

Evaluation Data Sources: 2021 STAAR EOC Results

Summative Evaluation: None

Strategy 1: Ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide. Strategy's Expected Result/Impact: Increase student growth rate in all sub pops. Staff Responsible for Monitoring: Campus Leaders, Teachers, Instructional Coach Funding Sources: Resources to address instructional gaps - 199-024 - State Compensatory Education	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train, support, and monitor fidelity of use of BIG 8 strategies Strategy's Expected Result/Impact: Increase student growth rate in all sub pops. Staff Responsible for Monitoring: Campus Leaders, Teachers, Instructional Coach	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Train campus administrators and IC's in effective modeling and monitoring of B.I.G8 for all students. Strategy's Expected Result/Impact: Increase student growth rate in all sub pops. Staff Responsible for Monitoring: Campus Leaders, Instructional Coach	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Train in co-teach model in district-identified target areas. Strategy's Expected Result/Impact: Increase student growth rate in all sub pops. Staff Responsible for Monitoring: Campus Leaders, Teachers, Instructional Coach	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Refine, support and monitor the ESL program: pullout and content-based Strategy's Expected Result/Impact: Increase student growth rate in all sub pops. Staff Responsible for Monitoring: Campus Admin, Instructional Coaches, Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 2: By June 2021, BHS will increase overall STAAR student growth measures as follows:

- ENG II - RD Growth (72% to 80%)
- ALG 1 - Math Growth (34% to 40%)

Evaluation Data Sources: 2021 STAAR results

Summative Evaluation: None





Strategy 1: Provide training and support to admin and ICs on the effective facilitation of PLCs Strategy's Expected Result/Impact: Improve students growth in math and reading. Staff Responsible for Monitoring: BHS Administrators, Instructional Coach,	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build capacity with both tested and non-tested subject area PLCs Strategy's Expected Result/Impact: Improve students growth in math and reading. Staff Responsible for Monitoring: BHS Administrators, Instructional Coach, and District Specialist	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Fidelity, training, and monitoring of balanced literacy and guided math components Strategy's Expected Result/Impact: Increase student growth in math and reading Staff Responsible for Monitoring: BHS Administrators, Instructional Coach, and District Specialist	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Train and develop Instructional Coaches in effective classroom coaching cycles to develop and support instruction Strategy's Expected Result/Impact: Increase student performance in reading and math. Staff Responsible for Monitoring: BHS Administrators, Instructional Coach, District Directors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Campus administration participates in all content based PLCs. Strategy's Expected Result/Impact: Increase student growth in math and reading. Staff Responsible for Monitoring: BHS Administrators	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By June 2021, BHS will increase the percent of graduates meeting College, Career & Military Readiness by 6 percentage points (58% to 64%)





Evaluation Data Sources: 2021 Accountability Results

Summative Evaluation: None

Strategy 1: Monitor and implement career pathways that lead to industry certification and careers after high school Strategy's Expected Result/Impact: Increase CCMR percentage point Staff Responsible for Monitoring: BHS Administrators, Instructional Coach, and District Directors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide training and support for SAT, ACT, TSI readiness and differentiation in Pre-AP and AP coursework Strategy's Expected Result/Impact: Increase CCMR percentage points Staff Responsible for Monitoring: BHS Administrators, Instructional Coach, District Directors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






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

Performance Objective 4: Increase the campus overall attendance rate.

Strategy 1: Monitor and implement attendance protocols and procedures to increase attendance rates Strategy's Expected Result/Impact: Increase campus attendance rate. Staff Responsible for Monitoring: BHS Administrators, Counselors, and Social Workers, Truancy Officer, and Attendance Clerk	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				







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

Performance Objective 5: By June 2021, BHS will increase overall district technology student device ratio by 10%.

Strategy 1: Increase teacher, student, and family training on BISD online learning platforms including learning management systems and video conferencing software Strategy's Expected Result/Impact: Increase online student engagement in all contents. Staff Responsible for Monitoring: BHS Administrators, Counselors, and Teachers Funding Sources: - 199-024 - State Compensatory Education	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strive to develop and sustain a 1:1 student to device ratio Strategy's Expected Result/Impact: Increase online student engagement in all contents. Staff Responsible for Monitoring: BHS Administrators Funding Sources: - 199-024 - State Compensatory Education	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Increase district's virtual infrastructure to provide more options to access various device platforms Strategy's Expected Result/Impact: Increase online student engagement in all contents. Staff Responsible for Monitoring: BHS Administrators	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: By June 2021, BHS will prepare and commit to two viable, exemplary sites for onsite & online learning for 100% of students.





Strategy 1: Creation of BHS Virtual School Option for Students Strategy's Expected Result/Impact: Increase online student engagement in all contents. Staff Responsible for Monitoring: BHS Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2: Offer competitive onsite and online schooling options for students Strategy's Expected Result/Impact: Increase online student engagement in all contents. Staff Responsible for Monitoring: BHS Administration and Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By June 2021, BISD will increase communication by 10% with staff, families and the public.

Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation: None






Strategy 1: Communicate with parents and community members through various mediums including weekly newsletter, school status, facebook page, and website. Strategy's Expected Result/Impact: Increase parent involvement. Staff Responsible for Monitoring: BHS administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Answer calls and emails within 24 hours if not sooner Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: BHS Administration, Counselors, Teachers, and Staff	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By June 2021, BISD will expand the number of community partnerships and needs-driven district-based family & parent engagement activities by 5% to support and accelerate student outcomes and opportunities.

Evaluation Data Sources: List of partners

Summative Evaluation: None







Strategy 1: Work with all community and district partners (social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met Strategy's Expected Result/Impact: Support students holistically Staff Responsible for Monitoring: Administration, Counselors, Teachers, and Staff	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Support BISD strategic planning process to meet the needs of all students in an ever-changing and shi Strategy's Expected Result/Impact: Meet the needs of all students Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By June 2021, Bastrop High School will increase the number of needs-driven family & parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation: None

Strategy 1: Provide customer service training to ensure everyone is greeted and feels welcomed on campuses Strategy's Expected Result/Impact: Parents and community members feel welcomed at BHS. Staff Responsible for Monitoring: Administration and Staff	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily by reporting and addressing campus infrastructure issues on a timely basis. Strategy's Expected Result/Impact: Support all students holistically. Staff Responsible for Monitoring: Administration, Counselors, Social Workers, and Teachers	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				