

Bastrop Independent School District
Bastrop Middle
2020-2021 Campus Improvement Plan

Mission Statement

High Achievement for All students through Consistent Effort, Collaboration, and Critical Thinking.

Vision

A community of learners that supports: high expectations and consistent effort through a growth mindset, collaboration through open and honest communication, and critical thinking and problem solving through literacy development in all content areas.

Core Beliefs

Consistent Effort: BMS will support high expectations and consistent effort through a growth mindset.

Collaboration: BMS will achieve success through open and honest communication and collaboration.

Critical Thinking: BMS will improve critical thinking and problem solving through literacy development in all content areas.

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Student Achievement

Student Achievement Summary

2020 Mock STAAR Data

7th Math 17-18 17-18 18-19 19-20 Mock STAAR

Approaches	59%	61%	40%	35.34%
Meets	28%	36%	11%	10.84%
Masters	10%	18%	2%	1.2%

7th Reading 16-17 17-18 18-19 19-20 Mock STAAR

Approaches	61%	55%	55%	41.69%
Meets	29%	28%	29%	22.01%
Masters	13%	14%	17%	12.41%

7th Writing 16-17 17-18 18-19 19-20 Mock STAAR

Approaches	49%	44%	45%	44.62%
Meets	20%	22%	20%	15.9%
Masters	2%	5%	5%	3.33%

8th Grade Math 16-17 17-18 18-19 19-20 Mock STAAR

Approaches	73%	68%	82%	67.74%
Meets	21%	34%	49%	42.86%
Masters	3%	7%	13%	8.99%

8th Reading 16-17 17-18 18-19 19-20 Mock STAAR

Approaches	74%	70%	74%	55.12%
Meets	39%	31%	38%	29.02%
Masters	15%	13%	19%	11.95%

8th Science 16-17 17-18 18-19 19-20 Mock STAAR

Approaches	72%	60%	72%	61.85%
Meets	43%	34%	43%	38.9%
Masters	12%	14%	22%	16.21%

8th Social Studies 16-17 17-18 18-19 19-20 Mock STAAR

Approaches	50%	46%	54%	58.56%
Meets	37%	18%	23%	26.05%
Masters	43%	9%	10%	11.66%

8th Algebra 1 16-17 17-18 18-19 19-20 Mock STAAR

Approaches	98.45	98.55	98%	96.05%
Meets	68.99	68.84	73%	66.45%
Masters	36.43	35.51	44%	36.84%

2020 TELPAS Data

Grade	Lower composite score than 2019	Maintained same composite score as 2019	Progressed at least 1 proficiency level
7	6%	53%	31%
8	1%	33%	66%

Student Achievement Strengths

Mock STAAR scores for 8th grade Social Studies were higher in Approaches, Meets, and Masters categories compared with the actual STAAR scores from the previous year.

The percentage of students scoring at the Approaches level was equal to the percentage of students scoring at the Approaches level for the 7th grade Writing STAAR from the previous year.

The composite scores for TELPAS were much higher than previous year, especially on the listening and speaking components. Only 7% of students's composite scores were lower than the previous year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 7th grade Math scores continue to decline each year and are not meeting the target score. **Root Cause:** The campus lacks a robust math intervention program and needs more targeted tutorials during the day and before and after school.

Problem Statement 2 (Prioritized): 7th grade Reading scores continue to decline each year and are not meeting the target score. **Root Cause:** 7th grade ELA classes focus a great deal of time on writing in isolation in preparation for the STAAR test rather than intentionally connecting reading and writing each week.

Problem Statement 3: 8th grade Reading scores for Mock STAAR were almost 20 percentage points lower than the STAAR scores from the previous year. **Root Cause:** All three 8th grade ELA teachers were new to the campus and to the content and lacked the experience necessary to execute lessons at the appropriate level of the TEKS.

Problem Statement 4: The majority of 7th grade students taking TELPAS did not make at least one year's growth with their composite score with 16% of students regressing a performance level in Speaking and 19% regressing a performance level in Writing. **Root Cause:** Students need more in-class opportunities for speaking and writing using academic language and complete sentences.

School Culture and Climate

School Culture and Climate Summary

Year	Attendance %
2015-2016	95.60%
2016-2017	94.90%
2017-2018	94.37%
2018-2019	94.1%
2019-2020	94.64%

PEIMS discipline data for 2019-2020 revealed that of the 785 student offenses, 730 offenses were related to students' violation of the code of conduct. 31 of the offenses dealt with assault/fighting.

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

1. 80% of teachers believe that the campus facilities and technology are in need of updating.
2. 16% of teachers believed that students are enthusiastic about being at school.
3. 30% of teachers stated that students are supportive/respectful of each other on campus.

Campus student survey revealed the following areas as the greatest areas of need:

1. 29% of students stated that they felt connected to the adults at their school.
2. 34% of students stated that they matter to others at school.
3. 12% of students stated that they believed that people are respectful of others at school.
4. 74% of students stated that there are fights often on campus.

School Culture and Climate Strengths

There was consistent implementation of SEL lessons each week during advisory classes and affirmations for teachers implementing the lessons throughout the week.

Each teacher wrote and sent home a monthly positive post card to a student.

There was an improvement with tardies due to consistent enforcement and rewards.

Campus teacher climate survey revealed the following area as the greatest areas of strength:

1. 90% of staff believed that they were trusted to work with students in the ways that they believe is best.
2. 95% of staff believe that their colleagues have positive attitudes and that the overall working environment is positive.
3. 85% of staff believed that the school will improve in the future.

Campus student survey revealed the following areas as the greatest areas of strength:

1. 80% of students stated that their teachers are respectful towards them.
2. 69% of students stated that their teachers encourage them to do their best.
3. 65% of students stated that their teachers have high expectations of them.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): BMS student average attendance was not equal to or above that for 2015-2016 or 2016-2017. **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 (Prioritized): 2019-2020 campus discipline data reveals that the majority of discipline referrals were related to code of conduct violations. **Root Cause:** Implementation of campus systems and expectations varies between classrooms, creating uncertainty for students as to the expected behavior.

Problem Statement 3: Due to the building closure in the spring of 2020, there were issues with student attendance and engagement in the Google Classroom. **Root Cause:** In addition to internet access issues, the virtual setting was a barrier to normal interpersonal relationships between teachers and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Turn-Over

Year	Total
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2015-2016	20
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2016-2017	9
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2017-2018	15
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2018-2019	6
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2019-2020	20
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2020-2021	18
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Staff Quality, Recruitment, and Retention Strengths

New Growth positions were added to accomodate our growing student population.

The campus and district implemented a new teacher mentor program.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2: Frequent change in leadership creates uncertainties for staff. **Root Cause:** When new administration comes to the campus, some staff leave the district and others follow the previous leadership to their new campus.

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 twice a week for one hour built into master schedule
- Common Assessments entered into eduphoria for data purposes
- Added academic targets to assessment calendar for tracking of student progress
- Posted learning objectives, language objective and agenda in every class.
- Continued use of MCP strategies
- Prioritized use of B.I.G. 8 strategies and implementation of B.I.G. 8 Champions
- Due to COVID campus closure, teachers expanded use of Google Classroom and other technology applications
- Addition of ELA/SS Instructional Coach
- Creation of the Reading Enrichment course for English Learner students who have not been successful with TELPAS previously

Curriculum, Instruction, and Assessment Strengths

Greater alignment within context areas due to PLC collaboration and instructional coach support

Frequent common assessments in core content areas for data tracking and informing instruction

Greater fidelity with PLC protocols guided by campus instructional coaches

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Common assessment data does not always drive future instruction and intervention. **Root Cause:** Focus was placed on developing lesson plans for the year with less emphasis placed on utilizing data to adjust these lessons.

Problem Statement 2 (Prioritized): Staff surveys, walkthroughs, and learning walk feedback suggests many Bastrop Middle School students struggle to explain in-depth

thinking and learning through speaking and writing. We note there is a drop in performance related to depth and complexity of task, specifically reading tasks. **Root Cause:** Lack of appropriate scaffolding and structured academic conversations negatively impacts student performance, critical thinking, and the ability to participate in academic dialogue.

Parent and Community Engagement

Parent and Community Engagement Summary

In 2019-2020 BMS participated in the following community involvement activities:

dance performances, plays, sporting events, hosted Hoops Stars, donated canned goods to Bastrop Food Pantry, produced weekly update newsletters, kept events on webpage up to date via Google calendars, held Meet the Teacher Night, received \$5,103 in Bastrop Educations Foundation grants, housed Christian's Closet and The Den which supports students in need throughout the district, held a BBlack History program for students, Haunted House hosted by theater students, and created book challenges for students each six weeks

The family survey revealed the following as the greatest areas of need:

1. Only 14% of parents stated that they have been engaged on campus with teachers for meeting or to volunteer.
2. 66% of parents stated that they worry at least sometimes about violence on campus.
3. Only 29% of parents believed that the lessons at school were motivating for their child.

Parent and Community Engagement Strengths

Community support is always helpful and positive.

The PTA consistently works with the staff to ensure campus needs are met and provides treats to boost teacher morale.

Campus events cater to a wide variety of stakeholders and students.

The family survey revealed the following as the greatest strengths:

1. 80% of families stated that the school is welcoming to parents
2. 78% of families stated that they are sure about how to communicate with the school.
3. 90% of families stated that the school communicates well with them.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): BMS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events

which focus on academic performance. **Root Cause:** Parents, students and teachers are often involved in multiple activities.

Problem Statement 2: Not all BMS parents are able to attend school functions and parent engagement meetings. **Root Cause:** The length of the parent work day often creates barriers for parent involvement through traditional meetings and activities.

School Context and Organization

School Context and Organization Summary

Faculty at BMS take pride in the teaching profession and continually strive to uplift and maintain a positive school environment. Teachers have been tasked with providing online and onsite instruction for students while maintaining the integrity of each course taught at BMS. Improving the perception of BMS is vital to the staff. We constantly strive to achieve academic excellence and build social character. Focus goes beyond scores on standardized tests. BMS is student focused and forward thinking. To ensure the success of all our students, time is used purposefully and efficiently to drive classroom instruction.

School Context and Organization Strengths

- A master schedule and calendar maximizes the amount of time spent on instruction and decrease class sizes.
- The weekly schedule provides teachers opportunities to meet the needs of both onsite and online learners.
- Unnecessary interruptions to the instructional day are kept to a minimum.
- RTI systems have begun to be implemented campus-wide to ensure the success of struggling students.
- BMS performs safety drills regularly and efficiently to ensure the safety of all students.
- BMS offers academic accommodations and services through courses and programs such as ESL, CBS, social skills, dyslexia, inclusion, life skills, resource classes, Read 180, Istation, Imagine Math, Summit K12, and leveled readers.
- There are various support programs on campus which include ACE, before and after school tutorials, Saturday school, and daily Bear Time.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Rtl program structure needs to be more detailed oriented. **Root Cause:** Lack of consistency and knowledge of staff to implement strong Rtl program.

Problem Statement 2: In spite of all of the programs and services offered, we are still seeing students struggle to be successful in our current instructional model. **Root Cause:** Many of our services and programs cannot be replicated exactly in an online learning environment, and many students needing these services and programs have opted for online learning this year.

Technology

Technology Summary

Review of lesson plans reveals continued growth across campus with utilizing technology in the classroom.

All teachers utilize Google Classroom and Zoom for online learning.

All campus staff utilizes SchoolStatus to communicate with parents and students about academic matters.

BMS students have access to 100 Chromebooks, which teachers can check out for classroom use.

3 Classrooms at BMS are equipped with desktops at a 1 to 1 ratio. 6 Classrooms are equipped with a combination of desktops and laptops for reading and math support for students receiving dyslexia, special education, English learner and RtI services.

Each teacher has an interactive tv, laptop, and document camera.

Technology Strengths

BMS has ensured that all students choosing to learn online have access to a hotspot and device.

The campus has implemented a systemic plan for utilization of Google Classroom, Zoom, and SchoolStatus.

The campus staff has been provided with numerous trainings to support online learning, and staff members adept at online learning applications continue to provide just-in-time training for other staff members through PLCs and faculty meetings.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): TLI Grant Technology is becoming outdated and non-usable. **Root Cause:** Technology was purchased without sustainability plan over long term.

Problem Statement 2: Need to have a better online testing system for online and onsite students. **Root Cause:** Classrooms utilizing online testing frequently come across problems with Read/Write program and Google.

Problem Statement 3: There is a shortage of useable devices on campus for onsite students. **Root Cause:** Devices were distributed in the Spring when the campus closed, and the majority of our remaining devices have been distributed to students for online learning. Not all devices have been returned, and many of those that have been returned are inoperable.

Problem Statement 4: Mishandling of technology and lack of care contributes to a dwindling supply of devices each year. **Root Cause:** Many teachers have allowed students to utilize technology when substitutes are present. Other teachers lack classroom procedures for monitoring the use of technology and keeping an inventory of the technology at the

end of each class period.

Priority Problem Statements

Problem Statement 1: BMS at risk population is growing rapidly.

Root Cause 1: The demographics of the campus continue to change due to the increased economic needs of the community.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 7th grade Math scores continue to decline each year and are not meeting the target score.

Root Cause 2: The campus lacks a robust math intervention program and needs more targeted tutorials during the day and before and after school.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: BMS student average attendance was not equal to or above that for 2015-2016 or 2016-2017.

Root Cause 3: Students who are absent are absent frequently and the campus struggles to provide adequate incentives and supports to encourage attendance.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: When teachers leave after 1 or 2 years in BISD, the training and investments of the district leave with them.

Root Cause 4: 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.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Common assessment data does not always drive future instruction and intervention.

Root Cause 5: Focus was placed on developing lesson plans for the year with less emphasis placed on utilizing data to adjust these lessons.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: BMS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events which focus on academic performance.

Root Cause 6: Parents, students and teachers are often involved in multiple activities.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: TLI Grant Technology is becoming outdated and non-usable.

Root Cause 7: Technology was purchased without sustainability plan over long term.

Problem Statement 7 Areas: Technology

Problem Statement 8: Staff surveys, walkthroughs, and learning walk feedback suggests many Bastrop Middle School students struggle to explain in-depth thinking and learning

through speaking and writing. We note there is a drop in performance related to depth and complexity of task, specifically reading tasks.

Root Cause 8: Lack of appropriate scaffolding and structured academic conversations negatively impacts student performance, critical thinking, and the ability to participate in academic dialogue.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: 7th grade Reading scores continue to decline each year and are not meeting the target score.

Root Cause 9: 7th grade ELA classes focus a great deal of time on writing in isolation in preparation for the STAAR test rather than intentionally connecting reading and writing each week.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: 2019-2020 campus discipline data reveals that the majority of discipline referrals were related to code of conduct violations.

Root Cause 10: Implementation of campus systems and expectations varies between classrooms, creating uncertainty for students as to the expected behavior.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 11: BMS LEP population is increasing each year.

Root Cause 11: Demographics of the community and school are changing.

Problem Statement 11 Areas: Demographics

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 Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data






Employee 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

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, BMS will increase its training, safety measures, and preparedness for all students and staff in order to meet all district and state requirements.

Strategy 1: BMS will conduct threat assessments in the appropriate circumstances. Strategy's Expected Result/Impact: Ensure safety of students and staff on campus Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: BMS staff and administration will attend safety trainings provided by the district. Strategy's Expected Result/Impact: Staff will be able to recognize harmful, threatening, or violent behavior that may pose a threat to the safety of the campus. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: BMS will make revisions to daily routines and procedures in order to ensure safety, social distancing, and cleanliness. Strategy's Expected Result/Impact: Provide a safe and clean environment for all stakeholders each day Staff Responsible for Monitoring: Admin Superintendent Goals: SG 1, SG 2 Funding Sources: COVID-related resources - 199-024 - State Compensatory Education, COVID-related resources - 211 - Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 0%				
 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, BMS will have a 5% reduction in the number of discipline referrals written by staff members for bullying and code of conduct violations.

<p>Strategy 1: Address all discipline referrals and reports of bullying within 36 business hours.</p> <p>Strategy's Expected Result/Impact: Provide immediate support to teachers and increase timeliness of conversations with students about their actions</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Superintendent Goals: SG 1, SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: PBIS team will hold bi-monthly meetings to review discipline data and plan for staff and student development.</p> <p>Strategy's Expected Result/Impact: Provide ongoing support in bullying prevention and the discipline matrix based upon trends in the data</p> <p>Staff Responsible for Monitoring: None</p> <p>Superintendent Goals: SG 1, SG 2</p>	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, BMS will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

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


Summative Evaluation: None

<p>Strategy 1: Develop and implement campus-wide behavior and classroom management practices including consistent expectations for common areas and classrooms as well as providing student recognition opportunities by utilizing the BISS discipline matrix, BISS consistency guide, and PBIS best practices.</p> <p>Strategy's Expected Result/Impact: Decrease student misbehavior to improve the campus climate and learning environment</p> <p>Staff Responsible for Monitoring: Administration, MTSS Coach, PBIS team</p> <p>Superintendent Goals: SG 1, SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Consistently implement and support a campus-wide Behavior Response to Intervention Program including a mentor system with the MTSS Coach, counselors, and the social worker.</p> <p>Strategy's Expected Result/Impact: Targeted support and fostering of relationships with students in need</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: All staff will receive training on topics such as sexual abuse, human trafficking, and maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Provide knowledge in these areas so that staff can better understand and support the whole child</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: The campus will provide continuing education for staff on how grief and trauma, especially due to the COVID-19 pandemic, affects student learning and behavior.</p> <p>Strategy's Expected Result/Impact: Provide more knowledge and a better understanding so that staff are more prepared to support students with their behavior and learning</p> <p>Staff Responsible for Monitoring: Counselors and administration</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 5: Social Emotional Learning lessons will be taught by advisory teachers each Monday, and the strategies will be implemented throughout the week. The schedule of lessons will also be shared in the weekly campus newsletter to ensure consistent implementation.</p> <p>Strategy's Expected Result/Impact: Foster positive relationships with students and teach them social skills and coping mechanisms so that they will have the appropriate tools to better handle situations that may arise</p> <p>Staff Responsible for Monitoring: Counselors, MTSS Coach, and administrators</p> <p>Superintendent Goals: SG 1, SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 1: By June 2021, BMS will increase STAAR growth measures as follows:

SpEd Student Growth: Reading 57% to 63% and Math 51% to 57%

EL Student Growth: Reading 69% to 73% and Math 68% to 73%







Eco Dis Student Growth: Reading 67% to 70% and Math 68% to 73%

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: None

<p>Strategy 1: Development and implementation of comprehensive and effective academic RtI program in both math and reading that utilizes universal screeners and continual progress monitoring to address instructional gaps and deficiencies (COVID slide).</p> <p>Strategy's Expected Result/Impact: Student growth of 1+ year</p> <p>Staff Responsible for Monitoring: Administration RtI Lead</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Staffing - 199-024 - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Staff a teacher assistant in reading and math to support our at risk students.</p> <p>Strategy's Expected Result/Impact: Growth of 1+ year</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Providing tutoring during Bear Time, after school, and on Saturdays throughout the school year.</p> <p>Strategy's Expected Result/Impact: To close learning gaps in foundations as well and provide additional support to new material being taught</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administration</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: Provide EL support through the use of B.I.G. 8 strategies in all core content classes and Summit K12 use during ESL and Reading Enrichment courses</p> <p>Strategy's Expected Result/Impact: Student growth of at least one proficiency level on TELPAS and student growth on STAAR as well as greater student success in all classes</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



<p>Strategy 5: EL students will be strategically placed in Reading Enrichment or Newcomer ESL classes to provide language acquisition support.</p> <p>Strategy's Expected Result/Impact: Student growth of at least one proficiency level on TELPAS and student growth on STAAR as well as greater student success in all classes</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 6: Provide district support and training for Special Education Inclusion teachers in co-teaching and providing accommodation for online and onsite students.</p> <p>Strategy's Expected Result/Impact: SpEd student growth in STAAR performance</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





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

Reading Growth 70% to 75%

Math Growth 71% to 75%

Evaluation Data Sources: 2021 STAAR results

Summative Evaluation: None





Strategy 1: Ensure lesson plans are aligned with district YAG and teachers are using required resources. Strategy's Expected Result/Impact: Increase scores on STAAR exam. Staff Responsible for Monitoring: Instructional Coaches and Administration TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide core content teachers with weekly PLC meeting times during the school day that are facilitated by an instructional coach. Strategy's Expected Result/Impact: Increase scores on STAAR exams due to targeted planning for lessons and interventions based upon the TEKS and student data Staff Responsible for Monitoring: Instructional Coaches and Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implementation and continued development of MCP practices that provides instructional alignment and consistency throughout classrooms. Strategy's Expected Result/Impact: Improve scores on STAAR exams Staff Responsible for Monitoring: Instructional Coaches and Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Improve the quality of the work in PLC with the addition of 3 Math PLC Leads and 2 ELA PLC leads Strategy's Expected Result/Impact: Increase scores on STAAR exams due to targeted planning for lessons and interventions based upon the TEKS and student data Staff Responsible for Monitoring: Administration and Instructional Coaches	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, BMS will increase the overall attendance rate.

Evaluation Data Sources: PEIMS attendance data

Summative Evaluation: None








Strategy 1: Monitor and implement attendance protocols and procedures to increase attendance rates. Strategy's Expected Result/Impact: increase attendance rates Staff Responsible for Monitoring: Administration 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 4: By June 2021, BMS will increase overall technology student device ratio by 10%.

Evaluation Data Sources: TipWeb campus inventory

Summative Evaluation: None







<p>Strategy 1: Increase teacher, student, and family training on BISD online learning platforms including learning management systems and video conferencing software.</p> <p>Strategy's Expected Result/Impact: Develop greater ownership and engagement with these platforms for all stakeholders</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 2: Strive to develop and sustain a 1:1 student to device ratio.</p> <p>Strategy's Expected Result/Impact: Students will be able to engage with instruction onsite and online.</p> <p>Staff Responsible for Monitoring: Administration and Library Media Specialist</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 3: Increase the campus's virtual infrastructure to provide more options to access device platforms.</p> <p>Strategy's Expected Result/Impact: Improve internet access for students to be able to access devices on and off campus.</p> <p>Staff Responsible for Monitoring: Administration and Library Media Specialist</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: By June 2021, BMS will prepare and commit to two viable, exemplary sites for onsite and online learning for 100% of students.

Evaluation Data Sources: PEIMS student enrollment for online and onsite learning

Summative Evaluation: None





Strategy 1: Creation of a virtual school option for students Strategy's Expected Result/Impact: Students will be able to receive online instruction when unable to attend classes onsite. Staff Responsible for Monitoring: Administration and Instructional Coaches	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Offer competitive onsite and online schooling options Strategy's Expected Result/Impact: Students will receive the same level of instruction whether attending online or onsite classes Staff Responsible for Monitoring: Administration and Instructional Coaches	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By June 2021, we will increase communication with internal and external users by at least 10% through promoting student and staff success, building trust, improving internal communication channels and methods, and strengthening the district's brand and message.

Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas, communication logs through virtual platforms

Summative Evaluation: None








Strategy 1: BMS will communicate with parents and community members through various mediums. Strategy's Expected Result/Impact: Increased awareness about what is occurring on campus and opportunities for parent involvement Staff Responsible for Monitoring: Administration and Campus Communications Liaison	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Answer calls and emails within 24 hours, if not sooner. Strategy's Expected Result/Impact: ability to provide quick responses to parent/student needs Staff Responsible for Monitoring: Administration 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, BMS will expand the number of community and business partnerships with BMS by 10%.

Evaluation Data Sources: Communication logs

Summative Evaluation: None







<p>Strategy 1: Work with all community, campus, and district partners (social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met.</p> <p>Strategy's Expected Result/Impact: Students will be able to be more successful with school when their needs are being met.</p> <p>Staff Responsible for Monitoring: Administration and counselors</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: Undergo strategic planning to ensure BMS is prepared to respond to meet the needs of all students in an ever-changing and shifting environment.</p> <p>Strategy's Expected Result/Impact: The campus will be able to respond to the needs of all students in all situations.</p> <p>Staff Responsible for Monitoring: Administration, SRO, and Counselors</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Marketing to campus stakeholders to support BMS strategic planning</p> <p>Strategy's Expected Result/Impact: Increased partnerships for and with planning</p> <p>Staff Responsible for Monitoring: Administration, Campus Communications Liaison, and Counselors</p>	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, BMS will increase the number of needs-driven campus-based family and parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Sources: Activity advertisements, sign-in sheets, and communication logs

Summative Evaluation: None

Strategy 1: Provide customer service training to ensure everyone is greeted and feels welcome on our campus. Strategy's Expected Result/Impact: All campus visitors will feel welcome and want to return to campus. Staff Responsible for Monitoring: Administration	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 in a timely manner. Strategy's Expected Result/Impact: Create an improved and safer campus for all students and staff Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				