

Bastrop Independent School District

Emile Elementary

2019-2020

Accountability Rating: D



Mission Statement

Every child will engage in a safe, positive, supportive, and challenging learning community to succeed in a global world.

Vision

Emile Elementary will focus on building relationships that appreciates diversity and cultural awareness with all students to enhance their strengths while ensuring individual growth.

Value Statement

We Believe That . . .

- Family is the foundation that supports the development of the individual and the community.
- Respect for other and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A Culture of high expectations is a commitment to our future.
- Positive character produces positive actions.

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Comprehensive Needs Assessment

Revised/Approved: September 03, 2019

Demographics

Demographics Summary

Emile Elementary is a Title I, PreK-4th grade campus located at 601 MLK Jr. Drive in Bastrop I.S.D. May enrollment shows 786 students are enrolled and that of these the percentage of student groups includes:

6.74% African American, 54.07% Hispanic, 35.5% White, 2.93% Multi-race, less than 1% of Asian, Pacific Islander, and American Indian.

The percent in attendance for 2018-2019 was 95%, which is below the campus goal of 96%.

In May 2019, Emile Elementary student groups include 24.81% Limited English Proficient , 4.83% Gifted and Talented, and 11.2% Special Education. Additionally, there are 66.79% economically disadvantage. The percentage of students that were considered homeless was a little over 3% of the school population.

Demographics Strengths

Emile Elementary has many strengths. Some of the most notable demographics strengths include:

1. We have a highly engaged Parent Teacher Association (PTA) that is very focused on supporting students, teachers and families. The state has recognized our PTA as one of the best in the region. This support helps us to build strong relationships between the campus and student families.
2. In 2018-2019, EES was able to participate in the school breakfast and lunch program that allowed for every student to receive free breakfast and lunch.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The economic disadvantage percentage of students continues to rise each year. **Root Cause:** Families continue to experience financial struggles.

Student Achievement

Student Achievement Summary

All schools in Texas are measured in three domains. Emile Elementary scores are as followed:

- Domain 1 - Student Achievement Scale Score: 67
- Domain 2-Student Progress-Part A Academic Growth Scale Score: 56
- Domain 2-Student Progress-Part B Relative Performance Scale Score: 63
- Domain 3-Closing Performance Gaps Scale Score: 50
- Percentage of students showing one or more year's growth for reading (from 3rd to 4th grade) was approximately 62%
- Percentage of students showing one or more year's growth for math (from 3rd to 4th grade) was approximately 64%

These scores result in Emile Elementary receiving a 2019 Texas Accountability rating of D with in need of improvement.

Emile Elementary TPRI early reading data is as follows:

| Grade | Does not Meet-Significant Intervention Needed | Approaches-Moderate Intervention Needed | Meets-Possible Intervention Needed | Masters-No Intervention Needed |
|-------|---|---|------------------------------------|--------------------------------|
| K | 3.8% | 3.8% | 15.2% | 77.1% |
| 1 | 5.8% | 8.4% | 6.7% | 79% |
| 2 | 11.8% | 5.2% | 20% | 63% |

Emile Elementary Tejas Lees early reading data is as follows:

| Grade | Does not meet-Significant Intervention Needed | Approaches-Moderate Intervention Needed | Meets-Possible Intervention Needed | Masters-No Intervention Needed |
|-------|---|---|------------------------------------|--------------------------------|
| K | 0% | 0% | 0% | 100% |
| 1 | 8.7% | 26.1% | 26.1% | 39.13% |
| 2 | 2.94% | 0% | 20.6% | 76.5% |

Student Achievement Strengths

Emile Elementary has a population of hard-working students focused on growing their brains. The campus is proud of many different student achievement

strengths over the prior year, including:

1. The overall Score on the 2019 Accountability Report Card increase 9 points from a 53 in 2018 to 62 in 2019.
2. Our letter grade increased from an F rating to a D rating.
3. The Domain III score increase from a 33 in 2018 to a 50 in 2019.
4. In Domain III, the EL Language Proficiency score was a 53. The target was 42.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Fourth grade math scores showed 36% of the students did not make a year's growth.

Problem Statement 2: Fourth grade reading scores showed 38% of the students did not make a year's growth.

School Culture and Climate

School Culture and Climate Summary

A review of parent, student, and staff surveys present many strengths in school culture and climate Emile Elementary School (EES). Overall, staff feels safe and enjoying working at school. Staff reports having strong working relationships with colleagues. Overall, 94% of parents agree that a positive learning environment has been established. Likewise, 65% of students surveyed gave the EES an overall school rating of very good or better.

Attendance rates for EES for the 18-19 school year averages at approximately 95%, which below the goal of 96%. The first six weeks of school was the only period the goal was met. The attendance rate for the previous school year was approximately 95%, as well.

In the parent and staff surveys, both groups expressed concerns relating to communication. Through the year, additional forms of communication were added for staff and parents. For staff, a weekly newsletter continued with additional information on monthly events. With 84% of the parents stating email was the preferred form of communication, a weekly email will be sent to parents from the school with details and important information about EES for the 2019-2020 school year. This same email is being sent to staff so they are aware of the communication that is being sent home.

School Culture and Climate Strengths

Emile has many strengths related to School Culture and Climate. The most notable strengths are:

1. Teachers take pride in working at EES.
2. Parents, students, and teachers are there are high academic expectations at EES.
3. Sixty-five percent of students rated EES as excellent or very good. This was a 5% increase from the year before.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parents and teachers report they are not getting information from the school. **Root Cause:** The forms of communication (website, teacher newsletters, notes home) did not have the same information.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Emile Elementary has a 65% retention rate. Seven percent of the teachers are new to the campus and 28% are new to the district. Each teacher new to the district attended the BISD New Hire Orientation along with completing an additional twelve hours of professional development depending upon the skill sets they have already had in place as a veteran teacher or a new first year teacher. At Emile Elementary, all teachers are provided ongoing, targeted, job-embedded professional learning throughout the year. Weekly PLC meetings reinforce what they are learning by discussing training, implementation and sharing. Teachers are able to collaboratively share as well as ask for clarification along the way on a weekly basis.

Monthly professional development sessions are provided for teachers. Teachers are able to choose the session they would like to learn more about. Sessions are led by district curriculum specialist, campus leadership, and campus teachers.

Teachers work with instructional coaches when assistance or new learning is desired in their classrooms.

Staff Quality, Recruitment, and Retention Strengths

1. The teachers at Emile Elementary have strong curriculum backgrounds.
2. Our instructional leaders often present at faculty meetings and in PLCs.
3. We have built a climate where teachers feel comfortable to discuss and critique instructional practices and take risks to improve through a growth mindset that allows for sharing how we learn from successes and challenges.
4. Transformation Tuesday professional development sessions are held monthly.
5. Emile Elementary has two instructional coaches: one for literacy and one for math instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Thirty-five percent of the staff is new to the campus. **Root Cause:** Staff members that left Emile Elementary included teachers that retired, transferred to other campuses, and resigned from the district. Teacher site accountability rating as a factor adding stress to the working environment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Emile Elementary is guided by the TEKS Resource System scope and sequence, the district YAGs, and the results of campus based assessments. The curriculum is housed on an online platform. Teachers are able to access YAGs, Instructional Focus Document, Assessments, Vertical Alignment Document, Big 8 Strategies, and Required/Recommended Resources. In PLCs, teachers use all these resources to align instructional practices to TEKS and assessments.

Assessment plays a major role in decision making for instructional strategies to be used at Emile Elementary. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations at higher thinking levels are in regular use. By ensuring all grade level skills are taught and that students learn them, Emile Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on the identification of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon TPRI, Fountas & Pinnell Assessment, iStation, and campus benchmarks for assessment. Third and fourth grades focus on STAAR, iStation, Imagine Math, District Academic Targets, and campus benchmarks. Special courses and programs such as physical education, art, digital learning, music, special education, dyslexia and ESL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a chart by individual students. Data is plotted to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The data is also color coordinated. Red is does not meet standard. Yellow is approaches. Blue is meets expectations. Green is mastery level.

Grade level PLCs are held three times a month. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time.

Student progress is monitored either as prescribed by the intervention depending on individual students' needs. The RtI committee meetings are held weekly. The data from campus assessments are used to identify students that are performing in the yellow or red category. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held by the RtI Lead along with student teachers and an administrator. Data has shown that after school tutoring has not been effective, a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day should be put in place.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

Emile Elementary has identified the following strengths:

- Spiral in other genres across the campus' curriculum
- Dedicated intervention block where all students receive enrichment or intervention based on student data
- Technology implementation utilized in both the classroom and at home, thereby extending the lesson beyond the classroom

(RAZ kids, iStation, Imagine Math)

- Campus-wide implementation of programs aimed at supporting struggling students

(Imagine Math, Istation, RTI meetings, tutoring pull out groups, Dyslexia classes, SPED classes)

- Continuous disaggregation of data through multiple venues

(PLC meetings, RTI planning meetings)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: In May 2019, 172 were identified as not yet reading on grade level. **Root Cause:** Guided reading instruction is not yet implemented in all classrooms.

Problem Statement 2: There is a disconnect between TPRI assessment data and student reading levels. **Root Cause:** Guided reading instruction is not yet implemented in all classrooms.

Parent and Community Engagement

Parent and Community Engagement Summary

Emile Elementary works very hard at creating a safe, family-friendly school environment. We strive to provide a responsive climate for parents and widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus we strive to communicate with parents digitally, in hard copy and in both English and Spanish when possible. We work to provide parents the dates for as many activities as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in Spanish. We also provide interpreters for school events. We make sure that our routines are consistent, including sending our Take-Home-folders every day.

Parent and Community Engagement Strengths

Emile Elementary works hard to maintain these strengths:

- Strong coordination with the PTA volunteer program
- Strong coordination with the Connections Center
- Frequent communication between home and school through parent communication folders, notes/flyer sent home, and blackboard communication program.
- A process to involve parents in planning, implementing and evaluating family involvement activities
- An up-to-date attractive website that is easy to navigate

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: In 2018-2019, only 40% of the parents reported participating in academic family nights at EES. **Root Cause:** With academic family nights, typically only 1 or 2 grade levels present a special presentation. These are typically the families that attend the academic family nights.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Emile Elementary take pride in their school and the school's reputation as family focused campus. The perception of Emile Elementary among all is that it is a positive environment with a strong focus on academic progress for all students. There is a high standard for best instructional practices as well as building social character in a family atmosphere.

Emile Elementary's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school culture, systems and organization. We work hard to ensure that instructional time is protected. Teachers and staff work to avoid having students pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction.

There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Context and Organization Strengths

Emile Elementary is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Only 58% of teachers reported that the school-wide behavior plan has resulted in the desired change in behavior. **Root Cause:** Teachers reported that the plan was not implemented consistently with all members of the school community.

Technology

Technology Summary

All teaching classrooms have mounted flat screen monitors and teachers have access to digital learning devices for both instruction and assessment. All teachers have a minimum of five laptops that are used daily for small group station work and assessments. There is a computer lab that is staffed by the Library Media Specialist and Computer Lab Manager to support all grade levels during specials rotation. There is a mobile integration lab that is used by all grade levels for intervention. Each teacher has an assigned time for the mobile lab for iStation and Imagine Math implementation in their classroom.

The library also has computers and are frequently used for progress monitoring and research. Each year Emile Elementary students completes a district assessment to determine progress toward the district's plan for digital learning. Teachers feel much more comfortable with integrating technology into instruction and report that their confidence and skills are greatly improved. Our campus Technology Integration Guide and the District Digital Support Specialists have provided key levels of support and greater awareness of instructional integration possibilities during staff meetings and PLC meetings in an ongoing manner.

Technology Strengths

Emile Elementary has identified these strengths:

- Internet access is available for every student
- Teachers report increasing skills and confidence with the use of technology
- Teachers have access to at least 5 student devices in classrooms and a mobile computer lab for interventions and technology integration.
- All classrooms are equipped with a variety of current technology
- Campus added 100 additional chrome books for students. This is the third year in a row this amount of devices have been added to the campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Sixty-three percent of teachers reported they do not have adequate training and support on all new technologies. **Root Cause:** There are limited number of professionals that are able to provide the needed training to all staff members.

Priority Problem Statements

Problem Statement 1: Fourth grade math scores showed 36% of the students did not make a year's growth.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Fourth grade reading scores showed 38% of the students did not make a year's growth.

Root Cause 2:

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Parents and teachers report they are not getting information from the school.

Root Cause 3: The forms of communication (website, teacher newsletters, notes home) did not have the same information.

Problem Statement 3 Areas: District Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- 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, EES will increase safety training opportunities on campus 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) Safety committee will meet monthly to review and refine safety procedures as needed. Reports will be given at the monthly staff meetings. | Campus Admin Safety Committee | (1) Implementation measure by gathering data during monthly drills and safety meetings. (2) Impact can be measured by monthly drill reports and debrief. |  |  | | |
|  = 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, EES 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) 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 & Positive Behavior Interventions & Supports (PBIS). | Campus Administration PBIS committee | (1) Implementation measured through campus PBIS and RtI committee data collection and work. (2) Impact can be measured by PBIS data collection during campus reflection sheets. | | | | |
| = 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 EES 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:





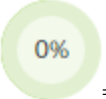

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) EES staff will attend Trauma Awareness training during in-service professional development in August 2019. | Campus Administration District behavior and counseling staff | Implementation will be measured by counselor referrals. Impact will be measured by the staff ability to identify student behavior that may be indicators of trauma. | | | | |
| 2) EES will partner with Community in Schools Social Worker to provide resources for students that have been effected by trauma or other experiences that impact their education. | Campus Administration Counselor | Implementation will be measured by the number of students receiving services and discipline referrals. Impact will be measured by the increase in class and achievement scores. | | | | |
| 3) Counselor will provide monthly updates during faculty meetings on strategies and resources for students dealing with trauma. | Counselor Campus Administration | Implementation will be measured by agenda for meetings. Impact can be measured by teachers strategies to support students in the classroom. | | | | |
| = 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) EES will conduct monthly safety drills to ensure all staff and students understand the procedures. | Campus Administration | (1) Implementation measure by gathering data during monthly drills. (2) Impact can be measured by monthly drill reports and debrief. |  |  | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |


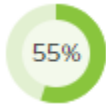




Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

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

ISS from 150 to 140
 OSS from 35 to 30

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) Create, implement, and monitor the use of a continuum of behavior support options that promotes access to the general education setting and progress in the general curriculum. | Campus Administration Campus behavior support staff and district behavior support staff | Implementation measured by discipline reports. Impact can be measured by amount of time in class to access curriculum. |  |  | | |
| 2) Consistently implement and support campus-wide PBIS strategies to clearly define student expectations in all areas of school. | Campus administration Campus behavior support staff District behavior support staff | Discipline reports Students will know and follow expectations for all areas of the school. |  |  | | |
| 3) Consistently implement and support a campus-wide Behavior Response to Intervention Program. | Campus Administration PBIS committee Behavior Interventionist Counselor Teachers | Implementation can be measured by discipline data and the SEL surveys. Impact can be measured by improved behavior and academic performance. |  |  | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 4) Campus-wide implementation of Social Emotional Learning (SEL) curriculum that provides language and strategies to address conflict in classrooms and common areas. | Campus Administration Counselor Teachers | Implementation can be measured by discipline data and the SEL surveys. Impact can be measured by improved behavior and academic performances. | | | | |
| 5) Monthly classroom guidance lessons by the counselor that align with the Second Steps Social Emotional Learning Curriculum. | Counselor | Implementation can be measured by gathering data from informal assessments. Impact can be measured by student surveys. | | | | |
| 6) Social groups developed based on individual student needs will meet weekly for a minimum of 8 weeks. | Counselor Campus Administrators | Implementation can be measured by gathering data from informal assessments. Impact measured by student surveys. | | | | |
| 7) Implement an Anti-Bully program through the comprehensive counseling program. | Counselor Campus Administrators Teachers | Implementation will be measured by the number of bully complaint forms. Impact will be measured by student and parent surveys. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |









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

Performance Objective 1: By June 2020, 85% of Kinder-4th grade students will make one years growth in their reading level.

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

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Implement guided reading and BIG 8 Strategies as part of a balanced literacy program. Reading groups and BIG 8 strategies as strategies to improve tier 1 instruction. | Campus Administrators Teachers Instructional Coach Tutors RtI Teachers | Implementation can be measured by formative monitoring data collection. Impact can be measured by independent practice assignments, unit assessments, iStation, and benchmark tests. | | | | |
| 2) Teachers will be provided job-embedded professional development opportunities focused on proven literacy methods that they will incorporate into their lessons. | Campus Administrators Instructional Coaches Teachers | Implementation will be measured by lesson plans and walk through data. Impact will be measured by student achievement data. | | | | |
| 3) Teachers will use a progress chart to monitor and reward students who increase ISIP Reading scores by at least 5 points each month. Tier 1 students will have a minimum of 30 minutes per week of iStation reading, Tier 2 and Tier 3 students will have a minimum of 60 minutes per week of iStation reading. | Campus Administrators RtI Teachers Teachers | Implementation will be measured by at least 70% of students will maintain Tier 1 status or improve ISIP Reading score by 5 points each month. Impact can be measured by the independent practice assignments and unit assessments. | | | | |
| 4) Teachers will use RAZ-Kids (Reading A-Z) comprehension quizzes, Scholastic News, TRPI comprehension resources, and common assessments. | Campus Administrators Instructional Coaches Teachers | Implementation can be measured by formative monitoring data collection and measuring effectiveness. Impact can be measured by program implementation and results in increased performance from grade level data, | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 5) Deliver explicit phonics instruction with fidelity by using Saxon Phonics and Heggerty Phonemic Awareness for K-2. | Instructional Coach Campus Administrators Teachers | Implementation of will be measured by TPRI, Tejas Lee, and BAS reports. Impact will be measured student reading levels. |  |  | | |
| 6) Utilize Guided Reading Literature Library to provide reading materials on students' individual reading levels. | Instructional Coach Teachers Campus Administrators | Implementation will be measured by TPRI, Tejas Lee, and BAS. Impact will be measured by student achievement data. |  |  | | |
|  = 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 2: By June 2020, BISD will increase :

Special Education Meets Student Performance :

-Reading (11% to 15 %) & Math (15% to 20%)

English Learner Meets Student Performance:

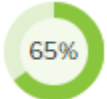





-Reading (25% to 29%) & Math (35% to 40%)

Overall Student Progress Performance:

-Reading (58% to 66%) & Math (58% to 71%)

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) Implement a monitoring notebook to include progress monitoring and student growth reports showing progress over time. Teachers will use the notebook to participate in data disaggregation activities to plan for intervention and facilitate student goal setting. | Campus Administrators Teacher Instructional Coaches | Implementation will be measured by monitoring notebooks, intervention plans, and lesson plans. Impact will be measured by student achievement data. |  |  | | |
| 2) Students will set individual learning goals through the use of student data folders. | Campus Administrators Instructional Coaches Classroom Teachers | Implementation will be measured by student data folders. Impact will be measured by student achievement data. |  |  | | |
| 3) Provide tutoring opportunities during the school day to support interventions in targeted TEKS. | Campus Administrators Instructional Coaches RtI Teachers Tutors Classroom Teachers | Implementation will be measured by intervention and tutoring plans. Impact will be measured by student achievement data. |  |  | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 4) Teachers will be provided job-embedded supports by the ELL department to strengthen their skills in the transfer of comprehensible content to all English Learners (ELs) in support of the BISD instructional model. | Campus Administrators Teachers Instructional Coaches ELL Instructional Specialist | Implementation will be measured by walk through data and staff certification list. Impact will be measured by TELPAS scores and achievement data. | | | | |
| 5) Interventions will occur to increase student performance on formative assessments with a focus student groups: ELL, Eco Dis, and Special Education. Interventions include: System 44 Do the Math Istation Imagine Math | Teachers Campus Administrators Tutors RtI Teachers Instructional Coaches | Implementation will be measured by program reports. Impact will be measured by student achievement data. | | | | |
| 6) Provide sheltered instruction professional development and incorporate strategies into daily lessons to accelerate language acquisition in EL students. | Campus Administrators Instructional Coaches EL Curriculum Specialist | Implementation will be measured by walk through data and lesson plans. Impact will be measured by TELPAS and STAAR data. | | | | |
| 7) Incorporate monthly data point checks in order to monitor the progress of all student groups. Display data to create visual. | Campus Administrators Classroom Teachers Instructional Coaches RtI Teacher SPED Teachers | Implementation will be measured by PLC and data meeting agendas. Impact will be measured by student academic data. | | | | |
| 8) General Education Teachers will meet with Special Education Teachers on a regular basis, to ensure these identified students are making appropriate growth. | SPED Teachers Classroom Teacher Instructional Coaches Campus Administrators | Implementation will be measured by SPED students' IEP goals. Impact will be measured by student achievement data. | | | | |
| 9) GT students will be provided accelerated instruction. Accelerated instruction is provided with a combination of pullout program and classroom differentiation. | Campus Administrators GT Teacher Classroom Teacher | Implementation will be measured by lesson plans and walk through data. Impact will be measured by student academic achievement. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 10) All students will participate in 150-225 minutes per week of designated intervention/enrichment time based on current student academic data. | Campus Administrators RtI Teacher Classroom Teachers SPED Teachers | Implementation will be measured by intervention and lesson plans. Impact will be measured by RtI, STAAR, TPRI, and Tejas Lee. | | | | |
| 11) Teachers will use a progress chart to monitor and reward students who increase math scores by at least 5 points each month. Tier 1 students will have a minimum of 30 minutes per week of Imagine Math. Tier 2 students will receive a minimum of 60 minutes per week. Tier 3 students will have a minimum of 90 minutes of Imagine Math per week. | Campus Administrators RtI Teachers Classroom Teachers | Implementation will be measure by at least 70% of students will maintain Tier 1 status or Imagine Math score by 5 points each month. Impact can be measured by independent practice and unit assessments. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

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

Performance Objective 3: By June 2020, BISD will increase the overall Student Performance at Meets by 9% (36% to 45%) & Masters by 5% (17% to 23%).





Math - Meets (44% to 53%) Masters (23% to 28%)

Reading - Meets (38% to 47%) Masters (18% to 23%)

Writing - Meets (18% to 27%) Masters (6% to 11%)

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) Teachers will use "Countdown to STAAR", Fast Focus math materials, and STAAR practice workbooks to reinforce small group instruction. Teachers will implement tarded skill games during small group instruction time to supplement instruction. | Teachers Tutors RtI Teachers Instructional Coach Campus Administrators | Students will meet or exceed grade level expectations. |  |  | | |
| 2) Utilize TEKS resource system, district curriculum maps and TEKS snapshots to plan vertically aligned and viable curriculum. | Instructional Coaches Campus Administrators Classroom Teachers District Curriculum Specialist | Lesson plans Common assessments |  |  | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 3) Implement guided math groups as part of a balanced math program to include explicit instruction, math workstations, and small group instruction. | Campus Administrators Classroom Teachers Instruction Coaches | Lesson plans common assessments | | | | |
| 4) Implement, monitor, and provide instructional feedback on the Writing Academy program. | Instructional Coaches Campus Administrators Classroom Teachers District Curriculum Specialist | Lesson plans writing samples | | | | |
| 5) Create grade level campus based common assessments for 2nd-4th grade in reading and math. | Classroom Teachers Instructional Coaches Campus Administrators | Assessment Data Intervention Plans | | | | |
| 6) Deliver comprehensive RtI to students who are not meeting campus, district, and state progress measure goals. Weekly RtI progress monitoring meetings will be conducted. | RtI Teachers Instructional Coach Classroom Teacher Campus Administrators | Implementation will be measured by lesson plans and intervention plans. Impact will be measured by RtI notes, STAAR data, District ATs, and Progress Monitoring Checkpoints. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

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

Performance Objective 4: By June 2020, 100% of BISD administrators, instructional coaches & teacher leaders will be trained in collaborative PLC work.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Teachers will collaborate in weekly PLC to review campus and student data. Interventions and enrichment plans developed from the data. | Classroom teachers Campus Administration RtI Teachers Instructional Coaches | Implementation will be measured by lesson plans and PLC agendas. . Impact will be measured by student achievement data. | | | | |
| 2) Teachers will be provided job-embedded professional development opportunities focused on proven literacy methods that they will incorporate into their lessons. | Campus Administrators Instructional Coaches Instructional specialist | Implementation will be measured by PLC agenda, PD agendas, and instructional coach reports. Impact will be measured by lesson plan and walk through data. | | | | |
| 3) Train and support all teachers in the used of the TEKS Resource System, including the difference between "curriculum" (the what) and "implementation" (the how), during weekly PLCs. | Campus Administrators Instructional Coaches Classroom Teachers | Implementation will be measured by lesson plans . Impact will be measured by students tasks reflect engaging activities that are student centered and content relevant. | | | | |
| 4) Instructional Coach will model lessons, provide feedback, and reflection tools with individual teachers to provide job-embedded professional development related to TTESS goals. | Instructional Coaches Teachers Campus Administrators | Implementation will be measured by instructional coach reports. Impact will be measured by teachers will refine teaching practices that will have a positive impact on student achievement. | | | | |
| 5) Participate in weekly PLC and faculty meetings to provide professional development related to needs found in student achievement data, TTESS walk throughs, and teacher reflections on teaching practices. | Campus Administrators Instructional Coaches Teachers | Implementation will be measured by PLC agendas and lesson plans. Impact will be measured by student achievement data. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 6) Staff will participate in Learning Walks to review, reflect, and refine teaching and learning. Teachers will participate in a minimum of 3 walks throughout the year. | Campus Administrators Instructional Coaches Classroom Teachers | Implementation will be measured by learning walk agendas. Impact will be measured by collaboration in PLCs and student achievement data. | | | | |
| 7) Provide explicit professional development in RtI practices related to the multi-tiered system. | RtI Teachers Campus Administrators Instructional Coaches | Implementation will be measured by meeting agendas. Impact will be measured by using research-based strategies each tier of interventions will be implemented effectively providing students the academic supports needed to be successful. | | | | |

= 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) All staff have web pages that provide an easily accessible view of their classroom resources, teacher information, and class expectations. | Campus Administrators, Teachers | Implementation will be measured by web pages are up and running without problems identified by parents. Impact will be measured by parents indicate on surveys that web pages have been helpful and easy to use. | | | | |
| Problem Statements: School Culture and Climate 1 | | | | | | |
| 2) Provide regular communication of events and activities at EES through weekly Thursday Folders, Black Board communication, campus websites and social media. | Campus Administrators Campus webmaster Teachers | Implementation will be measured by participation in events will increase. Families will be informed of programs and events on campus. Impact will be measured by parents indicate on surveys that communication between school and families are strong. | | | | |
| Problem Statements: School Culture and Climate 1 | | | | | | |
| 3) Staff will participate in weekly team meetings to plan and discuss needs of students and campus. Teams will turn in meeting notes with specific questions and/or communication with campus leadership. | Team Leads Campus Administrators Teachers | Impact will be measured by teams will report an increase in positive communication between teachers and campus administration. Impact will be measured by campus decisions will reflect the needs of students and staff. | | | | |
| Problem Statements: School Culture and Climate 1 | | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 4) Campus leadership will meet with team leaders on a regular basis to discuss and plan for campus needs. | Campus Administrators Team Leads Instructional Coaches | Implementation will be measured by positive communication in campus administration and teachers and increase in staff morale. Impact will be measured by staff report they have input in campus-wide decision making. |  |  | | |
| Problem Statements: School Culture and Climate 1 | | | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

Performance Objective 1 Problem Statements:

| School Culture and Climate |
|---|
| Problem Statement 1: Parents and teachers report they are not getting information from the school. Root Cause 1: The forms of communication (website, teacher newsletters, notes home) did not have the same information. |

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:


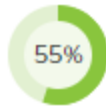

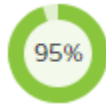






| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Involve community resources to partner with counselor to facilitate guidance lessons monthly. | Counselor Teachers Campus Administrators | Implementation can be measured by gathering data from informal assessments. Impact can be measured by student surveys and student reflections. | | | | |
| 2) EES will partner with Community in Schools to identify community resources to support physical, mental, and emotional needs of students. | Counselor CIS Social Worker Campus Administrator | Implementation will be measured by Community in Schools rosters. Impact will be measured by students receiving specialized supports in order to support academic development. | | | | |
| 3) Provide mentors to at-risk students needing academic and/or social-emotional support. | Counselor Campus Administrators | Implementation will be measured by campus mentor list. Impact will be measured by students feeling more connected and cared for making them more comfortable at school. Attendance rates will increase. | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |





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





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

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

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Complementary home learning activities for families to engage in at home with their children presented in the form of parent newsletter will be sent home monthly. | Campus Administrator Teachers | Implementation will be measured by monthly newsletter sent home. Impact will be measured by teachers indicating on campus surveys that they have found a greater involvement of parents with their students' learning. |  |  | | |
| 2) Parent/teacher conferences with all students' parents/guardians before October 31, 2019. | Teachers Campus Administrators | Implementation will be measured by 100% of students have parent /teacher conference on record. Impact will be measured by staff and parent surveys indicating greater communication between families and school. |  |  | | |
| 3) Opportunities will be provided during the holidays to sponsor Emile families who are in need of additional support. | Counselor Campus Administrators Teachers | Implementation will be measured by families served. Impact will be measured by students who can donate learn the benefit and example of giving. |  |  | | |
| 4) In the Spring of 2020, EES will offer Pre-Kindergarten and Kindergarten pre-enrollment event to recruit students that qualify for services. | Campus Administrators Counselor | Implementation and impact will be measured by an increase in the number of students registering for services in which they qualify. |  |  | | |
| 5) EES will partner with PTA to plan and provide events throughout the year that promote family and community involvement in school events during the school day as well as evening events. | Campus Administration Teacher | Implementation will be measured by PTA meeting agendas. Impact will be measured by increase in parental involvement in school wide events. |  |  | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 6) Literacy, Math, and STAAR nights at campus will provide opportunities for teachers, students, and parents to interact. | Campus Administrators, Teachers Counselor Instructional Coaches | Implementation will be measured by parent sign-in sheets. Impact will be measured by more than 65% of the parents involved in their students' learning through their participation in STAAR, Literacy and Math night programs. |  |  | | |
| 7) Provide a variety of events for community and family members to be involved in the education process during the school day, such as: career day, grandparents day, Veteran's Day, Thanksgiving lunch, Art and Music nights, and Academic Award Ceremonies. | Campus Administrator Teachers Counselors Music Teacher Art Teacher | Implementation and impact will be measured by increase in community and family involvement. |  |  | | |

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue