

Bastrop Independent School District
District Improvement Plan
2018-2019



Mission Statement

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

Vision

OUR Call to Action

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

Core Beliefs

A diverse and engaging environment contributes to successful learning.

Serving the individual needs of all learners is central to our mission.

Community collaboration directly results in the growth of our schools.

Education empowers everyone.

People feel valued when they are heard.

Involvement beyond the classroom contributes to student success.

OUR Profiles

The Learner...

Communicates effectively, both verbally and nonverbally.
Engages in collaborative practices.
Applies fundamental content knowledge.
Respects and empathizes with others.
Utilizes critical thinking skills to creatively solve problems.

The Teacher...

Communicates effectively, both verbally and nonverbally.
Exhibits passion about education.
Designs engaging instruction and adjusts based on student needs.
Develops and nurtures positive and productive relationships.
Models life-long learning and content knowledge.

The Leader...

Communicates effectively through a variety of means.
Promotes a vision and fosters an innovative culture that advocates in the best interests of students.
Exemplifies service-oriented leadership.
Demonstrates adaptability.
Builds and maintains a school culture that fosters a growth mindset.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bastrop ISD is a steadily growing district that has experienced 11.8% growth over the last four years from 9,905 in 2014-2015 to 10,820 in 2017-2018. During the 2016-2017 school year, the district was added to the Texas Education Agency's Fast Growth Districts list. BISSD's physical boundaries cover more than 433 square miles of Bastrop County and serve the communities of Bastrop, Cedar Creek, Paige, Red Rock, Rockne, and others in between. Bastrop ISD's economic community includes some small businesses, retail chains, industry, and agriculture. Many of the residents commute to nearby Austin or surrounding areas for employment, but come home to the tranquil small town feel of Bastrop and its surrounding communities.

Bastrop ISD is comprised of 14 campuses that serve 10,820 students according to our Fall 2017-2018 report. The district has 2 comprehensive high schools - grades 9-12; 2 middle schools - grades 7-8; 2 intermediate campuses - grades 5-6; and 6 elementary campuses grade PK-4. In addition to these campuses, BISSD has 3 specialized campuses - Colorado River Collegiate Academy, which is an early college high school; Genesis High School, which is an academic alternative campus, focusing on the needs of the districts most at-risk students; and Gateway, which is a discipline alternative campus.

Campus 3-yr Enrollment Data			
	15-16	16-17	17-18
Colorado River Collegiate Academy	107	161	211
Bastrop High School	1,348	1,329	1,352
Bastrop Middle School	707	754	771
Cedar Creek High School	1,438	1,479	1,495
Cedar Creek Middle School	836	852	831
Bastrop Intermediate School	705	729	786
Cedar Creek Intermediate School	802	866	950
Mina Elementary School	543	616	632
Emile Elementary School	584	576	800
Red Rock Elementary School	726	694	640

Cedar Creek Elementary School	786	790	801
Bluebonnet Elementary School	839	833	791
Lost Pines Elementary School	736	750	648
Genesis High School	74	82	62
Gateway D.A.E.P. School	47	26	50
Total	10,278	10,537	10,820

	Ethnicity 3-year Trend Data					
	15-16		16-17		17-18	
	Number	Percent	Number	Percent	Number	Percent
African American	498	4.9%	469	4.5%	435	4.02%
Hispanic	6,436	62.8%	6,836	64.9%	7,162	66.19%
White	2,973	29.0%	2,864	27.2%	2,860	26.48%

	Special Populations 3-year Trend Data					
	15-16		16-17		17-18	
	Number	Percent	Number	Percent	Number	Percent
Economically Disadvantaged	6,687	65.06%	6,755	64.11%	7,427	68.64%
English Learners	2,468	24.01%	2,620	24.9%	2,792	25.8%
Students Receiving Special Education Services	1,056	10.7%	1,118	10.6%	1,184	10.94%
At-Risk	6,652	64.9%	6,350	60.26%	6,548	60.52%

BISD continues to experience a steady growth in its English Learner population. During the 2017-2018 school year, 65% of all newly enrolled students to BISD were English Learners (ELs). This creates a need for increased number of bilingual teachers and for all BISD teachers to be trained and well versed in

instructional strategies that support second language development. In response to this need, the EL department has implemented EL Academies to provide training for the ESL certification course, as well as provided sheltered instruction training for the entire teaching population during the 17-18 school year.

2017-2018 Special Education Participation (based on PEIMS Snapshot Dates):

Special Education enrollment in BISD has maintained within half of a percentage point each year over the past 5 years. A majority of students in Special Education have Learning Disabilities followed by Speech Impairments and Other Health Impairments. As the general population of students in BISD grows, the Special Education enrollment is expected to grow to maintain the consistent 10.5% to 11% participation rate.

Demographics Strengths

The strengths are listed below:

1. BISD is a fast growing district.
2. BISD has strong partnerships with its community and businesses.
3. In addition to comprehensive campuses, BISD has 3 specialized campuses that provide unique learning opportunities, helping to address specific student needs.
4. The district is moving forward with implementation of training to support bilingual teachers and consistent implementation of program model.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All BISD teachers need to be trained in and utilize instructional strategies that support second language development. **Root Cause:** Steady growth of English Learners in BISD.

Student Achievement

Student Achievement Summary

STAAR/EOC

For the STAAR/EOC exams, below is the percentage of students performing at the Approaches Grade Level standard for 2018, 2017, and 2016. This includes students across all grade levels.

	2018	2017	2016
All Subjects	66%	67%	67%
Reading	62%	62%	64%
Math	72%	73%	69%
Writing	46%	53%	57%
Science	74%	75%	74%
Social Studies	67%	68%	70%

For the 2018 STAAR/EOC exams, here are the percentages for meeting the Approaches performance level for certain student groups that include all grade levels across all exams:

	2018	2017	2016
All Students	66%	67%	67%
African American	58%	58%	59%
Hispanic	62%	62%	61%
White	78%	78%	79%

Asian	88%	99%	94%
Two or More Races	71%	71%	73%
Special Education	28%	31%	29%
ELL	43%	52%	45%
Economically Disadvantaged	60%	60%	60%

The STAAR exams were given in both English and Spanish in grade 3, grade 4, and grade 5. Below is the passing percentage comparison between the two tests by subject area across all grade levels.

	Math	Reading	Writing
English	77%	66%	47%
Spanish	52%	44%	21%

There are 3 performance levels that are used to measure the different levels of student achievement as measured and used in the current state accountability system: Approaches Grade Level (GL), Meets GL, and Masters GL. Here are the percentage of students meeting each of these performance levels across the district as measured in the 2018 State Accountability System.

	Did Not Meet GL	Approaches GL	Meets GL	Masters GL
All Subjects	34%	66%	36%	14%
Reading	38%	62%	34%	12%
Math	28%	72%	38%	16%
Writing	54%	46%	24%	4%
Science	26%	74%	41%	15%
Social Studies	33%	67%	43%	23%

TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) is used to measure the progress that English Language Learners make in learning the English language. In spring 2018, 2,635 students were assessed with TELPAS

Beginning	Intermediate	Advanced	Advanced High
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Listening	11%	32%	38%	19%
Speaking	18%	43%	32%	7%
Reading	23%	39%	27%	11%
Writing	20%	23%	29%	27%
Composite	10%	37%	42%	9%

PBMAS Data

The Performance-Based Monitoring Analysis System (PBMAS) is a state monitoring program that measures the performance of students served in Bilingual/ESL, CTE, Title I, Migrant, and Special Education programs against state targets that are different and separate from the State Accountability System. Indicators receive a performance level on a scale from 0 (meeting the state target) to 4 (being the farthest integral away from the target).

In the Bilingual/ESL Program there are 28 indicators measured.

- 12 were at a performance level of 3
- 4 were at a performance level of 2
- 0 were at a performance level of 1
- 8 were at a performance level of 0
- 3 did not receive a performance level

In the Career and Technical Education Program there are 20 indicators measured.

- 1 was at a performance level of 4
- 3 were at a performance level of 3
- 1 was at a performance level of 2
- 3 were at a performance level of 1
- 12 were at a performance level of 0

In the ESSA Program there are 22 indicators measured.

- 3 were at a performance level of 3
- 0 were at a performance level of 2
- 3 were at a performance level 1
- 13 were at a performance level of 0
- 3 did not receive a performance level

In the Special Education Program there are 17 indicators related to student achievement that are measured with performance levels.

- 3 were at a performance level of 4
- 5 were at a performance level of 3
- 2 were at a performance level of 2
- 2 were at a performance level of 1
- 4 were at a performance level of 0

1 did not receive a performance level

College, Career, and Military Readiness

The chart below reflects the percentage of 2017 graduates that met the College, Career, and Military Readiness (CCMR) indicator as measured by the State Accountability System. There were 679 graduates in the Class of 2017.

CCMR Indicator	Percentage of Class of 2017 Meeting Indicators
Met TSI Criteria in both Reading and Math <i>Students can meet TSI criteria through appropriate score on SAT, ACT, TSI Assessment, or Completion of College Prep Course</i>	29%
Earned a 3 or higher on AP exam	14%
Dual Credit <i>Earned 3 hours in Math or Reading OR earned a total of 9 hours in any other courses</i>	15%
Industry Based Certifications	1%
Associate's Degree	0%
Enlisted in US Armed Forces	3%

Completed CTE Coherent Sequence Aligned with Industry Certification	5%
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Student Achievement Strengths

1. There was a reduced number of indicators at Performance Level 4 in CTE when comparing 2017 to 2018.
2. There was a reduced number of indicators at Performance Level 3 in Special Education when comparing 2017 to 2018.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: On Math STAAR, BISD is 10% below state averages in reading Meets Grade Level performance and is 8% below state average in math Meets Grade Level performance. **Root Cause:** Teachers lack of understanding of depth and complexity of TEKS and district lacks cohesive system to provide structure and resources to meet depth and complexity which results in Tier 1 instruction that does not meet the differentiated needs of students.

Problem Statement 2: On all STAAR exams, students in Special Education perform significantly below their non-SPED peers. **Root Cause:** Lack of consistent implementation of specially designed instruction through the use of District provided curriculum tools and resources.

Problem Statement 3: In all STAAR tested grades, students categorized as ELL are scoring significantly lower than the non-ELL peers. **Root Cause:** Teachers lack an understanding of the content, context, and cognitive rigor of the TEKS and therefore do not understand the student tasks that are required in order for students to meet grade level on STAAR while needing to differentiate for student's linguistic needs and address student progress monitoring.

District Culture and Climate

District Culture and Climate Summary

A safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. Bastrop ISD strives to create and maintain a positive culture for all stakeholders both at the district and campus level. Believing that student learning is enhanced by positive steps to manage student behavior and increase inclusivity, our district has worked to implement structures including restorative practices, student advisory committees, and a strong relationship with law enforcement.

In the Fall of 2017-2018 teachers were given the Campus Climate Survey, 844 of the 1,072 surveys that were sent out were completed for a 78% return rate. 74% of current employees rated their school as either: Excellent, very good, or good. The following is a snapshot of data from the survey:

At My School:

Celebrations:

- Teachers are encouraged to use innovative instructional practices. (92%)
- I am able to access my campus instructional coach when I need support. (86%)
- We encourage and facilitate parental support. (85%)

Focus Areas:

- Students generally come to my class at the beginning of the year/term prepared for the grade level or course I teach. (47%)
- Instructional time is protected from disruption. (64%)

When It Comes to Student Behavior at My School:

Celebrations:

- When I have concerns about student behavior, I get the support I need from the counselor and/or behavior interventionist, (77%)
- When I have concerns about student behavior, I get the support I need from the assistant principal(s). (75%)

Focus Areas:

- The school-wide behavior plan has resulted in the desired changes so far this year, (55%)
- The school-wide behavior plan is implemented with fidelity. (63%)

Please identify any serious problems that exist on your campus, (*Responses will total more than 100%, as employees could select multiple responses.)

- Disrespectful behavior towards adults (64%)
- Poor social skills, bad manners (60%)
- Student fighting and physical aggression (28%)
- Student drug and alcohol use (25%)

Exclusionary Discipline 3-yr Data						
School Year	Student Enrollment	Expulsions	OSS	ISS	DAEP	Total Referrals
2017-2018	11,558	22	927	4776	273	7477
2016-2017	10,539	10	933	3521	277	6460
2015-2016	10,278	11	762	3868	365	6605

In 2017-2018 the BISD student population grew by less than half a percent and the number of Out of School Suspensions and DAEP placements also remained close to the 2016-2017 numbers. The big changes came in Expulsions and Out of School suspensions. Expulsion doubled from the previous year with 22 total. The number of expulsion came for new rules on Cyber Bullying and students being expelled for two drug and/or alcohol offenses. The number of In School Suspensions was also higher than previous years. This is the result of holding students to a higher standard of discipline in the classroom and common areas of the schools.

District Culture and Climate Strengths

The strengths are listed below:

1. In 2018-2019 BISD hired a Behavior RtI coordinator to oversee Behavior RtI, PBIS and SEL implementations across the district.
2. BISD added the SEL Curriculum Second Steps to grade K through 4. This gives BISD a vertical aligned SEL Curriculum from grade K through 8th grade.
3. BISD has added an SEL component to the Pre K curriculum, both High Schools and Gateway.
4. Officers perform daily campus security assessments. Officers walk campuses to ensure that they are secure and that students and staff are compliant with the safety procedures adopted by the district.
5. Updated the safety/security and the standard response protocols for the district.
6. Officers participate in all fire and lockdown drills districtwide and have increased the number of lockdown drills required by the district from 4 to 8 per year.
7. Law enforcement partners (BCSO, BPD, DPS) assist in fire and lockdown drills in BISD.
8. Over 90% of district staff surveys report that campus administration provides a respectful, engaging, improvement-centered, team culture in which to work.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Student behavior is responsible for the break down of the campus culture causing a loss of instructional time for all students. **Root Cause:** Up until this year, our district has not had a consistent, vertically aligned SEL curriculum.

Problem Statement 2: BISD needs a more comprehensive look at the PBIS Implementation district wide. Rather than relying on the campus self assessment, the district needs to conduct learning walks that focus on PBIS. **Root Cause:** More campuses need to use their Office Discipline Referrals to make decisions on positive interventions.

Problem Statement 3: Consistent expectations district wide for PBIS, Classroom management, Social and Emotional Learning and Restorative Practices. **Root Cause:** Lack of district wide expectation for PBIS, Classroom Management, Social and Emotional learning and Restorative Practices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bastrop ISD is conveniently located 30 miles west of Austin, TX. The district is within distance of various regional universities and colleges as well as to a flagship university to recruit well-trained teachers. TEA (2017) recorded years of experience for the professional teaching staff in Bastrop ISD.

2018-2019 BISD Staff Snapshot			
Years	District (Actual)	Percentage	State (Percentage)
Beginning	60.3	8.5	7.8
1-5	210	29.8	28
6-10	110.2	15.6	20.9
11-20	201.1	28.5	27.8
20 +	124.2	17.6	15.5
Total	706.1		

This data indicates that 62% of the professional staff have 6+ years of teaching experience. 23% of all teaching staff hold advanced graduate degrees.

17.6% of the teaching staff have 20+ years in education and are dedicated to the community.

The district participates in selected association meetings, conferences, and job fairs that target administrators, minorities, and bilingual certified teachers.

Current education research indicates new teachers entering the profession are at an all time low (neaToday, 2016).

Salaries are a significant factor in teacher recruitment as well as retention, especially as new teachers, as they realize the highly demanding commitments required beyond the actual school day and week for planning, professional development, and classroom preparation. For this reason, it is important that the district should note the data regarding salaries provided by TEA (2017) specific to Bastrop ISD.

2018-2019 Average Salaries (regular duties only):		
Staff	District Average	State Average
Teachers	\$49,716	\$52,525
Professional Support	\$56,530	\$61,728

Campus Administration	\$79,888	\$76,471
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Staff Quality, Recruitment, and Retention Strengths

The strengths are listed below:

1. The district has made concerted efforts to provide relevant and on-going professional development for staff members across grade levels and content areas to support high quality instruction.
2. The district has approved a \$4,500 stipend for all teachers who are bilingual certified and occupy a bilingual classroom in an effort to attract educators to this high demand field. Secondly, the district offers a \$600 ESL stipend to all teachers that have the ESL endorsement listed on their State Board of Education (SBEC) certification.
3. The district has an established partnership with the Bastrop Education Foundation which offers grants for innovative practices.
4. The district attends multiple job fairs at Tier 1 universities, holds a in district job fair, and has increased the social media recruiting efforts through Facebook, Twitter, and LinkedIn.
5. Bastrop ISD has implemented a district-wide mentoring program.
6. Bastrop ISD is a District of Innovation (DOI) which allows flexibility with hiring high demand and/or hard to fill areas as well as out-of-state applicants.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: BISD has a 5% gap in 6-10 years teachers of experienced teachers as compared to the state. **Root Cause:** Increased mentoring and support program needed for all teachers.

Problem Statement 2: BISD needs to increase focus on bilingual teacher recruitment. **Root Cause:** Statewide there is a limited applicant pool for bilingual positions.

Problem Statement 3: BISD continues to have to train new teachers every school year to acclimate to the profession. **Root Cause:** BISD has a higher turnover rate as compared to the state rate.

Problem Statement 4: BISD continues to look for ways to provide stipends for ESL certification. **Root Cause:** BISD average teacher salaries are 5% below the state average teacher salaries.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

During the 2017-2018 school year, select C&I team members participated in the Curriculum Leadership Academy hosted by ASCD. The Academy provided six days of professional development, including resources and protocols for auditing BISD's curriculum and developing curriculum that is guaranteed and viable. The BISD team utilized the established and research-based protocols to conduct a curriculum audit and determine needed components that were missing from the current district curriculum. As a result, the BISD C&I department embarked on a project to develop a Curriculum Website that provided consistent resources to teachers across BISD.

In summer 2018, the Curriculum and Instruction Department created horizontal and vertical teacher teams called The Curriculum Council. The council was made up primarily of teaching staff and instructional coaches and was responsible for creating the Year at a Glance documents and determining District-required and recommended resources for each unit of instruction. Staff were paid a stipend and named ambassadors for the new C&I website that resulted from the work of the Curriculum Council.

Each unit of study on the BISD Curriculum website includes: scope and sequence documents referred to as the Year-at-a-Glance (YAG), the Instructional Focus Document from the TEKS Resource System, Vertical Alignment document from TEKS Resource System, Required and Recommended resources, Instructional Strategies (aligned with BIG 8 and sheltered instruction framework) and Assessment and Data resources. Teacher will utilize the components of the BISD Curriculum website during weekly planning to create lessons aligned with the standards and best practices for their content.

After developing the C&I Website, BISD provided professional development at each campus during in-service week. To ensure expectations were consistently delivered, district instructional specialists and campus instructional coaches supported the presentations to teaching staff. Because the Curriculum website is in its inception year, consistent use of its resources has not been established.

Assessment

During the 2017-2018 school year Academic Targets were reviewed with focused data protocols to identify student and campus areas for growth by standard. Through this review, it was recognized that achievement on common assessments was inconsistent with achievement on Academic Targets and the STAAR exam. AT questions included released STAAR items and questions that were modeled from STAAR. A blueprint was created for each AT, following the 60-65% Readiness Standards and 35-40% Supporting Standards percentages on STAAR. Mock STAAR assessments were composed of 100% STAAR questions from previously released tests. They followed TEA blueprints exactly and were not vetted on campuses. Common Assessments were developed at each campus by PLC teams and did not follow the same protocols as Academic Targets. Higher student achievement on common assessments indicated misalignment in the rigor and content on common assessments compared to District Academic Targets and Mock STAAR exams. BISD also identified inconsistencies in the frequency of common assessments at campuses across the District as well as the lack of data reviewed from the common assessments to inform instruction by teachers and interventions for students.

Sheltered Instruction/Bilingual Program

In 2017-2018, BISD implemented a new bilingual instructional model across elementary and intermediate campuses. The new model allows for consistency in the percentage of instruction that is provided in Spanish versus the percentage of instruction provided in English. The model is intended to begin the bridging of Spanish to English at the primary grade levels to promote earlier acquisition of English. Rapid introduction of English is promoted in order to exit the EL program in two to five years.

As mentioned above, the instructional strategies included on the BISD C&I Website (written curriculum) include best practices in Sheltered Instruction. The use of these strategies should support all learners, including those identified as English Learners. BISD supports Sheltered Instruction cohorts for secondary teachers to provide coaching and support to teachers in the area of language acquisition in their students. The EL department hosts multiple ESL academies to provide training for teachers and support their attainment of ESL certification.

BISD recognizes the inconsistent implementation of the newly adopted bilingual instructional model across its campuses. This inconsistency was highlighted through the analysis of TELPAS achievement, students taking Spanish STAAR exams, district-level observations and walk-throughs, and conversations with campus administration.

RtI

In the Spring of the 2017-2018 school year, BISD established a District RtI committee to review district processes and procedures. The committee investigated options for universal screeners, intervention programs, and protocols for documenting interventions and progress. The committee approved the use of Project RtI to document student interventions and progress. The committee agreed upon and adopted consistent intervention programs, including iStation and Imagine Math. The District hired an Academic RtI coordinator to refine and implement the protocols decided upon by the District RtI committee. The RtI procedures have been defined, and the protocols are in the beginning stages of implementation.

Digital Initiatives

The Digital Learning team guides its focus for the year based on Campus and District Improvement Plans, Curriculum & Instruction initiatives, and the District Strategic Plan. Digital Learning Specialists visit campuses weekly to provide ongoing support and training, and the Digital Learning Department offers free online, self-paced Professional Development opportunities open to all staff. Campus Technology Integration Guides (TIGs) and Library Media Specialists provide some basic technology training and support at the beginning of the year, and then ongoing support throughout the year (both to support established campus goals and focus, and as specified needs arise). Our elementary Library Media Specialists and Lab Managers collaborate in their curriculum, with the LMS serving as Teacher of Record and assisting in increasing the rigor and differentiation in our Computer Specials rotations. Our LMSs also have well-inventoried Makerspaces in their libraries, and the curriculum to incorporate these items into various subject matters. To increase district-wide integration of technology into the classroom, the Digital Learning Department promotes various digital challenges throughout the year, and has developed Digital Learning Checkout Kits that are loaned to campuses as available by request. Curriculum Specialists also collaborate with the Digital Learning Department to further integrate the Technology Application TEKS into the district curriculum, and the Curriculum & Instruction Department provides access to a program called Read&Write which offers language and literacy supports for all students and staff.

Instruction for Students with Disabilities

BISD offers a continuum of instructional services for students with disabilities. This continuum includes dyslexia intervention as a general education services, co-teaching in the general education setting, special education resource instruction through modified curriculum, and special education life skills instruction through adapted curriculum.

Co-teaching is a common practice in BISD and is implemented through training for co-teaching partners and administrators. Observations and perception data from administrators revealed that the most commonly used model of co-teaching is 1 Teach, 1 Assist. BISD recognizes the need for additional training, monitoring and support of multiple models of co-teaching instruction.

BISD currently uses the following programs primarily to provide intervention and instruction to students with Disabilities in Dyslexia, Resource, and Life Skills:

1. Lindamood-Bell, Basic Language Skills, Wilson Reading and Project Read for Dyslexia services
2. Read 180/System 44 for Resource Reading Intervention grades K-12
3. Math 180 for Resource Math Intervention grades 5-6
4. Unique Learning and News 2 You Curriculum for Life Skills grades Pk-12

Services for Dyslexia are provided by trained Dyslexia personnel at least 4 days per week for 45 minutes per session. IEP services are provided according to the student's unique needs, but are recommended on a daily basis for fidelity in program implementation.

After conducting walk-throughs and reviewing program data, it is evident that when the programs are used with fidelity, the students demonstrate growth in lexile and quantile levels, which would improve achievement on state assessment. BISD recognizes that there is a lack of consistency in implementation of the programs provided for instruction in resource settings.

The Special Programs and Services Department hosted a Continuous Improvement Task Force in July 2018 to identify the primary factors causing low levels of achievement in students with disabilities. The task force, through review of multiple data sources, identified that students in special education did not reach adequate growth rates that would close the achievement gap in reading. The committee articulated the need for a specific training program for teachers to better understand the components of literacy development and how to intervene with students who read and write significantly below grade level.

Curriculum, Instruction, and Assessment Strengths

1. Completion of the Curriculum Leadership Academy
2. The use of consistent data protocols for Academic Targets, Mock STAAR and STAAR assessments
3. Completion and implementation of the BISD Curriculum website
4. District Curriculum Council created Year-at-a-Glance documents that included Readiness and Supporting standards by unit of instruction, unit date

- windows, dates for common assessments that will include district data protocol and Academic Target windows.
5. District Curriculum Council members determined Recommended and Required resources for each unit of study.
 6. District-provided Digital Learning kits and Digital Learning Challenges throughout the year promote use of technology in classrooms.
 7. Summer professional development for teachers included sessions on the RtI process, Co-teaching, new bilingual model and Special Education instructional programs.
 8. Establishment of Early Exit bilingual model
 9. Adoption of Read Write for online testing for students
 10. Established universal screeners and procedures for the RtI process.
 11. Full continuum of instructional services for students with disabilities

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: BISD lacks consistency in implementing a guaranteed and viable curriculum across all campuses in the District. **Root Cause:** Published Curriculum and Resources not housed in or accessible to all stakeholders.

Problem Statement 2: Common Assessments are given inconsistently across BISD and data is not utilized to inform instruction. **Root Cause:** BISD lacks a common assessment plan that includes consistent administration of common assessments and use of data protocols to review student achievement.

Problem Statement 3: BISD lacks consistent implementation of its newly adopted bilingual instructional model. **Root Cause:** Lack of support system to make the shift to the new bilingual instructional model.

Problem Statement 4: BISD lacks consistent implementation of district RtI protocols to include the use of universal screeners, interventions, and progress monitoring. **Root Cause:** BISD does not have consistent processes or protocols to implement RtI systems.

Problem Statement 5: Co-teaching models and resource intervention programs are implemented inconsistently across BISD. **Root Cause:** Teachers lack time to plan for co-teaching and collaborate with colleagues regarding the implementation of Special Education instructional resources.

Problem Statement 6: Students in Special Education do not reach adequate growth rates to close the achievement gap in Reading. **Root Cause:** Teachers are not equipped with necessary skills to teach the Reading to struggling learners in a systematic, district-adopted manner.

Parent and Community Engagement

Parent and Community Engagement Summary

All BISD campuses offer opportunities for parent and family engagement to strengthen academic achievement. In order to build a dynamic home-school partnership, campuses offer events such as: monthly family nights, Open house, Literacy night, Fall Festivals, and Spring Carnivals. Additionally, district wide events such as the Back to School Bash, Empowerment Academy, Thanksgiving celebrations and Winter Blast are sponsored in collaboration with community agencies in an effort to do outreach, provide resources and community services to the community at large.

Bastrop ISD enjoys strong community and business partnerships as evidenced through the We Believe organization of businesses and the Bastrop Education Foundation (BEF). We Believe in BISD is a partnership between the Bastrop Chamber of Commerce, the Bastrop Economic Development Corporation, and the Bastrop ISD. Its purpose is to unite the community and local businesses to support the school district. Business partners make campus visits in an effort to show support to students and staff through positive thoughts, words, and deeds. BEF is a local, philanthropic organization that is committed to improving education and educational opportunities throughout the community through awarding grants to district educators and recognizing exemplary students and educators through the Rising Stars program. Since BEF's inception, the Foundation has awarded grants to BISD educators totaling over \$1,000,000.00.

Parent and Community Engagement Strengths

The strengths are listed below:

1. All district campuses with exception of Bastrop High School have an active Parent Teacher Association (PTA). The district Parent Involvement Liaison collaborates with all PTA Board members and helps facilitate training.
2. Title I campuses conduct two annual Title I parent meetings (Fall and Spring) to inform parents and families about Title I requirements and programming and to seek input.
3. In an effort to increase collaboration with community agencies, BISD in collaboration with Bastrop County Cares host monthly inter-agency meetings and Early Childhood Intervention meetings.
4. We Believe and BEF are examples of business partnerships that provide financial support to campuses, which strengthen and deepen the educational opportunities given to BISD students;

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family engagement expectations from campus to campus are not consistent. **Root Cause:** Need training for campus leaders on updated parent/family engagement requirements.

Problem Statement 2: Low parent attendance and participation during Title I, PTA, and parent classes. **Root Cause:** Perception that schools are not welcoming.

Problem Statement 3: Mentoring and volunteering numbers have stagnated. **Root Cause:** Lack of an infrastructure for the volunteer process.

District Context and Organization

District Context and Organization Summary

In efforts to maximize instructional time throughout the district all campuses have done a needs assessment to ensure that the master schedule meets the needs for high quality time on task. Elementaries adjusted the instructional day to allow more planning and targeted intervention time for teachers. Intermediate schools adjusted to support the differences in 5th and 6th grade by running two different bell schedules. In 5th grade, students are in traditional 90 minute blocks and 6th graders are on a traditional middle school schedule with a separate teacher for each of the four content areas, with each class 45-50 minutes. In the middle school campuses grade level core teams meet for PLCs from 8:00-8:45 a.m. two mornings a week (prior to first period). In many instances these teachers also have a common conference period. In high schools STAAR-tested subject teams have a built-in PLC period daily. This focused planning and data analysis time helps maximize the instructional time.

The district recently received afterschool funding through the 21st Century Grant. This funding will be used to support the ACE after school program creating high quality enrichment and academic tutoring for high need/at risk students at 10 campuses and includes transportation for students.

District Context and Organization Strengths

1. The district will continue with four curriculum specialists for math, science, ELA and social studies for grades PK-12. The curriculum specialists are able to ensure curriculum is vertically and horizontally aligned throughout the district through their work with the district curriculum council and the development of aligned district assessments.
2. BISD uses the instructional specialist model in all areas of curriculum, which includes digital learning, ELL strategies and differentiation to support professional development throughout the district.
3. Campus leadership will lead the PLC structure within each campus.
4. The superintendent meets with high school student advisory council

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Restructure how Gateway, Genesis and CRCA students and parents information is processed/handled through their home campus.

Root Cause: Processes and Procedures are not communicated appropriately on the district webpage, so parents and community seem to have additional questions that need clarification.

Problem Statement 2: Continued work with Instructional Coaches and Curriculum Specialist **Root Cause:** Not enough collaboration to make sure that instruction is aligned at all levels: Curriculum Council, Big 8, and Enhance vertical and horizontal alignment between grade level and campuses.

Technology

Technology Summary

The Technology Department at Bastrop ISD strives to provide innovative solutions to promote student achievement. Bastrop ISD provides personalized and blended learning opportunities through district-supported screener assessments and tiered online intervention programs that are personalized to the individual student's needs. Many of our online programs utilize single sign on options, offering ease of access for both students and staff, while also providing valuable usage data to help us as we evaluate programs. Online instructional materials are evaluated for appropriateness and accuracy through a district approval process through the Curriculum & Instruction Department. Our infrastructure is bolstered with wireless network and bandwidth upgrades, and we continue to update, refresh, and increase our device to user ratio to allow for more access during and outside of the school day. These efforts provide a strong foundation as we move forward with a focus on digital learning and preparing our students with the knowledge and skills needed to be future ready.

Technology Strengths

1. Digitizing paper processes;
2. 2:1 student device ratio;
3. Responsive technology support;
4. Promote innovation through collaborative learning environment;
5. Platform agnostic; and
6. Full wireless internet coverage on all district campuses.

Problem Statements Identifying Technology Needs

Problem Statement 1: Basic technology proficiency standards have not been formally established nor expected of district faculty and leadership, which leads to inconsistent technological abilities and integration across the curriculum. **Root Cause:** Our District Vision Statement has prioritized other faculty and staff gaps in previous years, with less focus on technology proficiency.

Problem Statement 2: We have seen a 12% increase in mastery of Technology Application TEKS at the Elementary level, but a decrease of approximately 15% mastery of students by the end of Middle School. **Root Cause:** The Technology Application TEKS are not fully integrated into the existing curriculum, often taught as stand-alone classes in Kindergarten through 5th grades. After 5th grade, it becomes an elective.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: By May 2019, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%. 1B

OSS from 782 to 743







ISS from 4,436 to 4,214

DAEP from 237 to 225

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Superintendent Goals SG 1</p> <p>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). (1B)</p>	<p>Leader: Behavior RtI Coordinator</p> <p>Others Involved: Campus Administrators, PBIS Committees, Classroom Teachers, Behavior Interventionists, Behavior Specialist, Director of Student Services</p>	<p>1.) Implementation can be measured through campus PBIS and RTI committee data collection and work.</p> <p>2.) Impact can be measured by PBIS data collection during November and March using Campus Reflection Sheets.</p>				
Funding Sources: 289 - Title IV - 0.00						

<p>Superintendent Goals SG 2</p> <p>2) Consistently Implement and Support a District-Wide Behavior Response to Intervention Program. (2D)</p>	<p>Leaders: Behavior RTI Coordinator</p> <p>Others: Campus Administration, District Behavior Specialist, Director of Student Services</p>	<p>1.) Implementation can be measured by discipline data and the SEL surveys.</p> <p>2.) Impact can be measure by improved behavior and academic performance.</p>				
<p>Funding Sources: 289 - Title IV - 0.00</p>						
<p>Superintendent Goals SG 1</p> <p>3) District-Wide implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and campuses. (1D)</p>	<p>Leaders: Behavior RTI Coordinator</p> <p>Others: Campus Administration, District Behavior Specialist, Director of Student Services</p>	<p>1.) Implementation can be measured by discipline data and the SEL surveys.</p> <p>2.) Impact can be measure by improved behavior and academic performance.</p>				
<p>Funding Sources: 289 - Title IV - 0.00</p>						
<p>Superintendent Goals SG 2</p> <p>4) Implement and monitor the effectiveness of Campus Behavior Support programs that promote access to the general education setting and progress in the general curriculum.</p>	<p>Leader: District Behavior Specialist</p> <p>Others Involved: Behavior Interventionists, Campus Administrators, Associate Director of Special Programs, Director of Special Programs</p>	<p>1.) Implementation can be measured by behavior program data collection and the number of students at each level of the continuum.</p> <p>2.) Impact can be measured by a reduction of ISS and placements of students in behavior programs across the district from previous years to the current</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: By May 2019, BISD will increase the student performance at Meets by 10% to 46% and Masters by 5% to 19%

- Math - Meets 46%, Masters 21%
- Reading - Meets 44%, Masters 17%
- Writing - Meets 31%, Masters 9%
- Science - Meets 51%, Masters 20%
- Social Studies - Meets 50%, Masters 28%

Evaluation Data Source(s) 2: 2018 STAAR Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Superintendent Goals SG 2</p> <p>1) Implement and progress monitor a curriculum system through a district website that includes:</p> <ul style="list-style-type: none"> a) Year-At-Glance scope and sequence document, b) Instructional Focus Document, c) Vertical alignment resources, d) Required and recommended resources, e) Instructional strategies aligned with the Big 8 sheltered instruction framework, and f) Assessment and data protocols, including expectations for campus-based common assessments. <p>(2A, 2B, 2C, 2D)</p>	<p>Leader: Director of Accountability and Curriculum Others involved: C&I Specialists and Directors, Associate Superintendent of Academics, Teachers, Instructional Coaches, Campus Leaders</p>	<p>1.) Implementation can be measured by designed flowchart of aligned activities and the sunset of certain programs or activities, and by the design of a coherent timeline of professional development activities.</p> <p>2.) Impact can be measured by the clear articulated alignment of the model, professional development, programs and defined processes and protocols.</p>				
<p>Funding Sources: 255 - Title II - 0.00, 211 - Title I, Part A - 0.00</p>						
<p>Superintendent Goals SG 2</p> <p>2) Develop district protocols for campus-based common assessments that aligns to the rigor of state standards and informs teaching and learning. Support and monitor the implementation of district data protocols for STAAR and district assessments.</p> <p>(2A, 2B, 2C, 2D)</p>	<p>Leader: Testing and Data Coordinator Others involved: Campus Leadership, PLC leaders, classroom teachers, C&I specialists, instructional coaches, Director of Accountability and Curriculum.</p>	<p>1.) Implementation can be measured through documented collaborative conversations with campus and district staff regarding the purpose and desire framework for common assessments. Full implementation will result in developed protocols.</p> <p>2.) Impact can be measured by campus implementation and use of common assessment data to inform student learning and instructional decision making.</p>				

<p align="center">Superintendent Goals SG 2</p> <p>3) Implement and monitor Heart of Texas writing program in grades K-1 and Writing Academy through providing teacher training and coaching support. (2A, 2B, 2C)</p>	<p>Leader: ELA Specialist Others involved: Director of Accountability and Curriculum; EL Specialists; Special Education Instructional Specialist, Campus Leadership, Instructional Coaches</p>	<p>1.) Implementation can be measured by walk-throughs and feedback given; and evidence of coach supports implemented.</p> <p>2.) Impact can be measured by improved performance on district targets and increased consistency of implementation across district.</p>				
<p>Funding Sources: 255 - Title II - 0.00</p>						
<p align="center">Superintendent Goals SG 2</p> <p>4) Provide job embedded professional development and implementation support for foundational Reading skills/fluency: Saxon Phonics, Literacy Beginnings (PK), Literacy Continuum and Guided Reading (PK-8) (2A, 2B, 2C)</p>	<p>Leader: Elementary and Secondary ELA Specialists Others involved: Instructional coaches, other district specialists (ELL, Sped)</p>	<p>1. Implementation will be measured through observational data, and assessment data. (CIRCLE, TPRI/Tejas Lee, TMSFA, ISTATION, BAS, STAAR)</p> <p>2. Impact will be measured by the % of students reading on grade level.</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 255 - Title II - 0.00</p>						
<p align="center">Superintendent Goals SG 2</p> <p>5) Increase access to and utilization of student devices and online resources for academic intervention, enrichment, and assessment. (2A, 2B, 2C, 2D)</p>	<p>Leader: Director of Digital Learning and STEM CTE Others involved: Digital Learning Specialists, Director of Instructional Technology, Director of Accountability and Curriculum, Director of School Improvement and State/Federal Programs</p>	<p>1.) Implementation can be measured by: a increasing student/device ratio; increased inventory (projectors, document cameras, interactive whiteboards, etc.) accessible by staff; upgraded infrastructure.</p> <p>2.) Impact can be measured by: increased number of students and staff actively using digital applications for learning and instruction; decreased work tickets and decreased time to closing work tickets.</p>				
<p>Funding Sources: 289 - Title IV - 0.00</p>						
<p align="center">Superintendent Goals SG 2</p> <p>6) Provide curriculum implementation and instructional supports such as teacher coaching, professional development, PLC Paloozas based on Academic Target data, assistance in building campus-based common assessments. (2A, 2B, 2C)</p>	<p>Leader: Director of Accountability. Others Involved: Associate Superintendent, curriculum specialists, C&I staff.</p>	<p>Implementation can be measured by attendance at training, reports from principals, observations in classrooms. Impact will be measured by measure of STAAR performance as compared to district assessments in the grades and subjects where targeted guidance was given.</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 255 - Title II - 0.00</p>						

<p align="center">Superintendent Goals SG 2</p> <p>7) Identify and assess the specific academic needs of at-risk students (McKinney-Vento, Foster Care & Migrant) to provide targeted instruction and support services.</p> <ul style="list-style-type: none"> - Training for campus staff on specific student populations. - Supplies & resources to increase academic achievement and attendance rates. - Transportation supports - College & Career readiness support through field trips 	<p>Leader: Parent Family Engagement Team</p> <p>Others involved: Director of Federal Programs, Principals</p>	<p>Impact can be measured by improved performance on district targets and STAAR End of Year scores for identified populations.</p>				
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 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.







Performance Objective 3: By May 2019, BISD will increase Special Education Meets Student Performance to 20% and English Learner Meets student performance to 30% and Student Progress in math to 75% and in reading to 70%.

Evaluation Data Source(s) 3: 2018 STAAR Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Superintendent Goals SG 2</p> <p>1) Implement and monitor the use of Curriculum Materials used in Special Education Resource Settings (2A, 2C)</p>	<p>Leaders: Director of Special Programs, Associate Director of Special Programs, Special Education Instructional Specialist</p> <p>Others Involved: Special Education Coordinators, Campus Leadership, District Instructional Specialists, Campus Instructional Coaches, Special Education Teachers</p>	<p>1.) Implementation can be measured by the use of District-approved curriculum and materials by Special Education Teachers and increased observation of consistent use in Special Education Resource Classrooms.</p> <p>2.) Impact can be measured by walk-through data demonstrating consistent use of curriculum planning guides, improved progress on state and district assessments by students receiving Special Education services and increase Lexile and Quantile scores.</p>				
<p>Funding Sources: 224 - 0.00, 199-023 - 0.00</p>						

<p align="center">PBMAS Superintendent Goals SG 2</p> <p>2) Support and Monitor the use of multiple co-teaching models and instructional strategies in Co-taught classrooms. (2C)</p>	<p>Leader: Director of Special Programs and Services, Associate Director of Special Programs, Special Education Instructional Specialists</p> <p>Others Involved: Special Education Coordinators, Campus Administrators, District Instructional Specialists, Campus Instructional Coaches, Special Education Teachers, General Education Teachers</p>	<p>1.) Implementation can be measured by observations of a variety of co-teaching models and use of instructional strategies. 2.) Implementation can be measured by improved progress by students in Special Education on district assessments, improved achievement on state and district assessments.</p>				
<p>Funding Sources: 224 - 0.00, 199-023 - 0.00</p>						
<p align="center">Superintendent Goals SG 2</p> <p>3) Support and monitor the implementation of the transitional bilingual early-exit model district-wide by providing focused support on reading instruction in the primary grades to support teacher understanding of the reading process. (2C) - Comprehensive professional development plan centered on balanced literacy components and Big 8 strategies. - English Learner Mentor Program</p>	<p>Leader: Director of Bilingual and English Learner Programs.</p> <p>Others: Bilingual/EL Specialists, Associate Superintendent of Academics, Campus Leaders</p>	<p>Implementation: Measured by documented use of Big 8 strategies; supports provided by language acquisition level.</p> <p>Impact: Measured by increase of EL students moving at least one language proficiency level in TELPAS and by increase in EL student progress in STAAR.</p>				
<p>Funding Sources: 263 - Title III - 0.00</p>						
<p align="center">Superintendent Goals SG 2</p> <p>4) Support secondary campuses with sheltered instruction implementation district-wide (2C).</p> <p>-Training at campus faculty meetings to address alignment of SI program implementation and alignment to Big 8 BISD Big 8. -Resources include the ELPS Linguistic Instructional Alignment Guide as well as the ELPS Instructional Tool.</p>	<p>Leader: Director of Bilingual and English Learner (EL) Programs.</p> <p>Others Involved: Associate Superintendent of Academics, Campus Leaders, Bilingual Specialists.</p>	<p>1.) Implementation can be measured by targeted walk-through data, and District Benchmark data.</p> <p>2.) Impact: Measured by increase of EL students moving at least one language proficiency level in TELPAS and by increase in EL student progress in STAAR.</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00, 263 - Title III - 0.00</p>						


<p align="center">Superintendent Goals SG 2</p> <p>5) Implement and progress monitor a multi-tiered system of academic support that includes universal screeners in reading and math along with both computer-based and teacher-directed intervention lessons. Support of this system is provided by the Academic RtI Coordinator. (2B, 2C, 2D)</p>	<p>Leader: Coordinator of Academic RtI</p> <p>Others: RtI Leads, Teachers, ELA and Math Specialists, Director of Accountability and Curriculum.</p>	<p>1. Implementation will be measured through the monitoring of adherence to the assessment timelines and the expectations for grouping, instruction and progress monitoring of students' reading levels.</p> <p>2. Impact will be measured by the % of students reading on grade level.</p>				
<p align="center">Funding Sources: 211 - Title I, Part A - 0.00, 255 - Title II - 0.00, 199-024 - State Compensatory Education - 0.00</p>						
<p align="center">Superintendent Goals SG 2</p> <p>6) Provide summer school for students needing support in reading and math. (2B, 2C, 2D)</p>	<p>Leader: Associate Superintendent</p> <p>Others: Director of Accountability, Curriculum Specialists, Summer School Principals</p>	<p>Implementation can be measured by student attendance sheets; Impact can be measured by EOC retest results and student BOY test results.</p>				
<p align="center">Funding Sources: 199-024 - State Compensatory Education - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center">Superintendent Goals SG 2</p> <p>7) Provide Migrant and homeless students opportunities to explore college and career pathways beginning in 6th grade including college visits and SAT/ACT support and provide needed services such as transportation, nutrition, medical/dental, physical/hygiene, academic supports, social/emotional interventions, and community resources. (2C, 2D)</p>	<p>Leaders: Homeless Liaison and Migrant Recruiter</p> <p>Others involved: Director of School Improvement and State/Federal Programs, Counselors, Social Workers, Campus Leadership</p>	<p>1) Implementation can be measured by student participation in Tier 1, Tier 2, and trade school campus visits and in FASFA support.</p> <p>2) Impact can be measured by:</p> <p>a) Increased enrollment of Migrant students in Pre-AP/AP courses, and</p> <p>b) Increased percentage of Migrant students enrollment in post-secondary institutions.</p>				
<p align="center">Funding Sources: 211 - Title I, Part A - 0.00, 212 - Migrant - 0.00</p>						
<p align="center">Superintendent Goals SG 2</p> <p>8) Develop and Implement a teacher training program that addresses how to teach reading to Elementary students who struggle to attain basic reading principles. (2A, 2B, 2C)</p>	<p>Leaders: 504/Dyslexia Coordinator</p> <p>Others Involved: Special Education Continuous Improvement Task Force Members, General and Special Education Teachers</p>	<p>Implementation can be measured by the development of a training program and training of Elementary Dyslexia and Special Education Teachers.</p> <p>Impact can be measured by improvement in reading progress (lexile scores, assessment data) of students with Dyslexia or Special Education Eligibility.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: By May 2019, BISD will increase the percent of graduates meeting College, Career & Military Readiness by 5%. (from 44% to 49%)

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Monitor and implement career pathways that lead to industry certification and careers after high school.	Leader: Director of Student Services Others Involved: Campus Leadership, Director of Student Advancement	1.) Implementation can be measured by the success rate of students passing and obtaining Industry recognized certifications. 2.) Impact will be seen when students that successfully graduate from CTE pathways are qualified to enter the workforce in high demand and high paying occupations.				
Superintendent Goals SG 2 2) Provide training and support for SAT, ACT, TSI readiness and differentiation in Pre-AP and AP coursework. (2A)	Leaders: Director of Accountability and Curriculum Others involved: C&I Specialists, Associate Superintendent of Academics, Campus Leadership	1.) Implementation can be measured by events created to support awareness for post-secondary options, and student surveys of career interests, and academic interests. 2.) Impact can be measured by attendees and the development of additional programming to support post-secondary readiness such as new pathways, certifications, and increased admissions to all post-secondary institutions.				
						

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: By June 2019, 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: Protocol developed and routinely used
 Schedule of forums and documentation of community feedback
 Portfolio of documented digital, print and social media products

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Superintendent Goals SG 3</p> <p>1) Create an employee intranet with the ability and purpose of streamlining and improving internal communications (3A/3C)</p>	Exec Dir of C&CR Web & Multimedia Specialist	Improved internal communications capacity				
<p>Superintendent Goals SG 3</p> <p>2) Implement uniform social media channels across the district and create protections for district security and access. (3A)</p>	Exec Dir of C&CR Communications Coordinator	Enhanced security and social media records management; expanded followership on social channels				
<p>Superintendent Goals SG 3</p> <p>3) Provide ongoing and relevant staff training in communications and social media protocols. (3A)</p>	Exec Dir of C&CR Communications Coordinator Web & Multimedia Specialist	Increased internal and external communications capacity				
Problem Statements: Parent and Community Engagement 2						
<p>Superintendent Goals SG 3</p> <p>4) Create branded collateral materials targeted towards community perception, staff recruiting, and school choice marketing. (3A)</p>	Exec Dir of C&CR Web & Multimedia Specialist Family Engagement Specialist External partners	Marketing materials				
Problem Statements: Parent and Community Engagement 1, 2						
<p>Superintendent Goals SG 3</p> <p>5) Identify district cultural tenets through a comprehensive conversation with staff. (3A)</p>	Exec Dir of C&CR with Superintendent and Other Cabinet Members	Identified set of cultural tenets shared with the entire organization				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Family engagement expectations from campus to campus are not consistent. **Root Cause 1:** Need training for campus leaders on updated parent/family engagement requirements.

Problem Statement 2: Low parent attendance and participation during Title I, PTA, and parent classes. **Root Cause 2:** Perception that schools are not welcoming.

Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 1: By June 2018, BISD will increase recruiting and retention efforts by 20%







Evaluation Data Source(s) 1: Data analysis of employee exit survey, new employee survey, and campus climate surveys.

Data analysis of employees hired as a result of contact at college/university job fair and/or District job fair.

Data analysis of new employee survey, recruitment database, and application information.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Superintendent Goals SG 3</p> <p>1) Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders that potentially lead to the principal or other leadership positions. (3C)</p>	Executive Director of Human Resources	Participation in internal leadership development program.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: 255 - Title II - 0.00</p>						
<p>Superintendent Goals SG 3</p> <p>2) Expand use of social media platforms for recruitment and continue to expand web-based recruiting efforts to broaden applicant pool. (3B)</p>	Executive Director of Human Resources	Number of qualified applicants.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>						
<p>Superintendent Goals SG 3</p> <p>3) Capture and provide teacher demographic and performance data by campus related to why teachers are leaving. Research teacher retention best practices. Collaborate with principals and district leadership on the implementation of next steps.</p>	Executive Director of Human Resources	Decrease in turnover of high performing teachers.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 3</p>						
<p>Superintendent Goals SG 3</p> <p>4) Create additional recruitment videos that showcase the district and describe the reasons why Bastrop ISD is a desirable place for employment.</p>	Executive Director of Human Resources	Number of qualified applicants.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2, 4</p>						

<p align="center">Superintendent Goals SG 3</p> <p>5) Attend and host job fairs to strategically recruit.</p> <p>- Increase the radius of teacher recruitment efforts to include both in-state and out-of-state opportunities to broaden the applicant pool.</p> <p>-Strengthen partnerships with colleges, universities, and education-related professional organizations.</p> <p>-Recruit highly qualified personnel from industry able to teach dual credit classes.</p>	Executive Director of Human Resources	Number of qualified applicants.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Staff Quality, Recruitment, and Retention</p>
<p>Problem Statement 1: BISD has a 5% gap in 6-10 years teachers of experienced teachers as compared to the state. Root Cause 1: Increased mentoring and support program needed for all teachers.</p>
<p>Problem Statement 2: BISD needs to increase focus on bilingual teacher recruitment. Root Cause 2: Statewide there is a limited applicant pool for bilingual positions.</p>
<p>Problem Statement 3: BISD continues to have to train new teachers every school year to acclimate to the profession. Root Cause 3: BISD has a higher turnover rate as compared to the state rate.</p>
<p>Problem Statement 4: BISD continues to look for ways to provide stipends for ESL certification. Root Cause 4: BISD average teacher salaries are 5% below the state average teacher salaries.</p>

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.







Performance Objective 1: By 2019, 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) 1: Campus Title I Fall FPE session sign-ins will be aggregated to establish a baseline for improvement and compared to Spring 2019.

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Superintendent Goals SG 4</p> <p>1) Develop customized training and support plans for Title I campuses in their parental involvement strategies, that support a growing understanding of parental involvement and include parent voice. (3B)</p> <p>- Alignment of Parent/Family Engagement (PFE) resources such as: Needs Assessment, & PFE policy, PFE school compacts.</p>	<p>Leader: Parent Family Engagement Team</p> <p>Others involved: Director of Federal Programs, Principals, Director of ELL Programs</p>	<p>1) Implementation can be measured by deployment of individual campus support plans and campus participation in training and activities.</p> <p>2) Impact can be measured by increased parental involvement in campus- and district-based activities and strategies.</p>				
Funding Sources: 211 - Title I, Part A - 0.00						
<p>Superintendent Goals SG 4</p> <p>2) District & campuses will provide outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs to support academic achievement.</p> <p>- Family Literacy & Academic Nights -ESL/GED Adult classes</p>	<p>Leader: Parent Family Engagement Team</p> <p>Others involved: Director of Federal Programs, Principals, Director of ELL Programs</p>	<p>1) Implementation can be measured by deployment of individual campus support plans and campus participation in training and activities.</p> <p>2) Impact can be measured by increased parental involvement in campus- and district-based activities and strategies.</p>				
Funding Sources: 211 - Title I, Part A - 0.00						

<p align="center">Superintendent Goals SG 1 SG 4</p> <p>3) EL Department will support language acquisition and literacy initiatives by empowering parents through outreach programs. - Monthly meetings for parents to address literacy skills. - Parent participation in EL Mentor initiative. - Provide subscriptions to Ready Rosie, a parent-communication tool.</p>	<p>Leader: Director of Bilingual Programs</p> <p>Others involved: EL team, principals</p>	<p>Impact can be measured by increased parental involvement in campus- and district-based activities and strategies and increased academic achievement of EL population.</p>				
<p align="center">Superintendent Goals SG 4</p> <p>4) Outreach to at-risk families (McKinney-Vento, Foster Care & Migrant) to identify barriers for parent & family engagement opportunities.</p> <p>- increased materials and home visits (in native language) - transportation & child care</p>	<p>Leader: Parent Family Engagement Team</p> <p>Others involved: Director of Federal Programs, Principals</p>	<p>Impact can be measured by increased parental involvement in campus- and district-based activities and strategies and increased academic achievement of at-risk populations.</p>				
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p align="center">Superintendent Goals SG 4</p> <p>5) Remove communication barriers by ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (3A, 3B, 3C)</p> <p>- Parent communications within 24 hours - Develop District & Campus translation procedures.</p>	<p>Leader: Parent Family Engagement Team</p> <p>Others involved: Director of Federal Programs, Principals, Director of ELL Programs</p>	<p>1) Implementation can be measured by time sheets and hours spent in communication. 2) Impact can be measured by increased parent engagement.</p>				
<p>Funding Sources: 263 - Title III - 0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 2: By June 2019, we will expand the number of community and business partnerships with BISD by 20%.

- Evaluation Data Source(s) 2:** Greater involvement of Spanish-speaking families
 Increased numbers of volunteers, mentors and employee perks
 Increased involvement of business and community leadership
 Increased parent participation and engagement through PTA and planned family activities

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Superintendent Goals SG 3</p> <p>1) Conduct community town halls, coffees, and other forums that represent the diversity of the district and are geographically convenient to stakeholders. (3B)</p>	Supt Exec Dir of C&CR PIE/Family Eng Coord	Schedule of events; increase in trust, education, messaging				
<p>Superintendent Goals SG 3</p> <p>2) Host community meetings that are geographically convenient to increase community engagement of Spanish-speaking families. (3A, 3B)</p> <p>-Provide bilingual interpretation services for district-level community meetings.</p>	Director in BIL/ESL	Schedule of events				
<p>Superintendent Goals SG 3</p> <p>3) Continue to seek feedback from internal and external groups through surveys and other avenues of collection and use the data in decision making. (3B)</p>	Exec Dir of C&CR Exec Dir of HR	Surveys conducted; data distributed to appropriate groups for analysis and evaluation				







<p align="center">Superintendent Goals SG 3</p> <p>4) Implement a BISD community ambassadors program to educate business and civic leaders about all aspects of the district. (3A, 3B)</p>	<p>Exec Dir of C&CR</p>	<p>Ambassador training completed</p>				
<p align="center">Superintendent Goals SG 3</p> <p>5) Explore mechanisms for alumni tracking to cultivate relationships for the benefit of students and teachers.</p>	<p>Exec Dir of C&CR Dir of IT Dir of STEM CTE Dir of Indus CTE</p>					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 3: By June 2019, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Source(s) 3: Monthly campus drill logs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Superintendent Goals SG 1 SG 3</p> <p>1) Implement and annually review a comprehensive safety plan that includes safety training for students, faculty, and staff.</p>	District & Campus Safety Teams	Increased staff emergency preparation and students feeling more safe in the learning environment.				
<p>Superintendent Goals SG 1 SG 3</p> <p>2) Increased collaborate with local law enforcement agencies in campus-based emergency response training.</p>	District & Campus Safety Teams	Increased staff emergency preparation and students feeling more safe in the learning environment				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

District Funding Summary

199-024 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$0.00
1	3	6			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	4			\$0.00
1	2	6			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
199-023					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Math 180 Training		\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
224					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Do the Math, Math 180, System 44 and Read 180 Materials		\$0.00

1	3	2			\$0.00
Sub-Total					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	6			\$0.00
1	3	5			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
212 - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7			\$0.00
Sub-Total					\$0.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	5			\$0.00
Sub-Total					\$0.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	3	4			\$0.00
4	1	5			\$0.00
Sub-Total					\$0.00

	Grand Total \$0.00
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