

Bastrop Independent School District

Bluebonnet Elementary

2019-2020



Mission Statement

Bluebonnet's mission is to provide a well-rounded education, promote positive social values, and establish a safe and caring environment; where parents and community are partners.

Vision

Bluebonnet Elementary will be an inviting and compassionate school community united with families, in our dedication to children through a commitment of innovative instruction and fostering a desire to learn.

School Motto

A Professional Learning Community with a Big Heart!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment Of Bluebonnet Elementary 2018-2019

Grade Level	Total Number of Students	Percentage of Total Enrollment
Early Childhood 1		.13%
Pre-K	70	9.01%
Kinder	120	15.44%
1st Grade	131	16.86%
2nd grade	145	18.66%
3rd grade	144	18.53%
4th grade	166	21.36%
Total	777	100%

Demographic Breakdown

Ethnic Distribution:	2016-17	2017-18	2018-19
American Indian	<1%	<1%	1 - < 1%
Asian	<1%	<1%	0- <1%
Black/African American	3%	3.2%	24= 3.09%
Hispanic/Latino	71%	70.7%	557=71.69%
White	23%	23%	168=21.62%
Two or More Races	2%	3.1%	27=3.47%

Other Indicators:

Demographic Breakdown	32%	36.8%	291=37.5%
Eco. Dis.	72%	76%	601=77.35%
At-Risk		64%	602=77.48%
Sped	8%	9%	73=9.40%
Gifted and Talented	2%		42= 5.41%
Attendance Rate	96.1%	96%	95.14%
Enrollment:	823	771	777

Overall enrollment has changed over the last 3 years. A significant percent of our population continues to be economically disadvantaged and at-risk who have displayed an educational need. Teachers examine classroom data and report to the RTI lead in monthly meetings where interventions are determined and monitored. Our attendance rate for the 2018-2019 school year was 95.14% This is a slight decrease from the previous school year. Incentives are in place for classrooms who have 8 days of 100% attendance. Automated letters are produced by the attendance clerk when absences become excessive. An administrator also makes personal phone calls to determine how the school can assist in improving the attendance of students with chronic absenteeism. Saturday school is implemented in the second semester to allow students to recoup lost class time due to absences. ELL students are supported both in our bilingual and monolingual classrooms. Bilingual classrooms follow an additive model where their home language is preserved and enhanced while introducing the second language, English. Bridging is an instructional strategy which uses contrastive analysis to transition students from the language of instruction to the target language. All classrooms utilize sheltered instruction strategies to ensure comprehensible content for all students.

Demographics Strengths

- Attendance rate of 95.14%
- Student to Teacher ratio 19
- Student mobility rate is 17.5% which is below the districts average of 19.6%
- Bluebonnet has experienced very little teacher turnover in the last couple of years creating a climate of continual growth and development for our teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Bluebonnet Elementary's Eco. Dis. population continues to grow over time. **Root Cause:** Demographic as well as economic needs of the community and school are changing

Problem Statement 2: Functional building capacity has been reached for campus and student population **Root Cause:** Growing student population, an increased need for support staff and space, and campus capacity is limited.

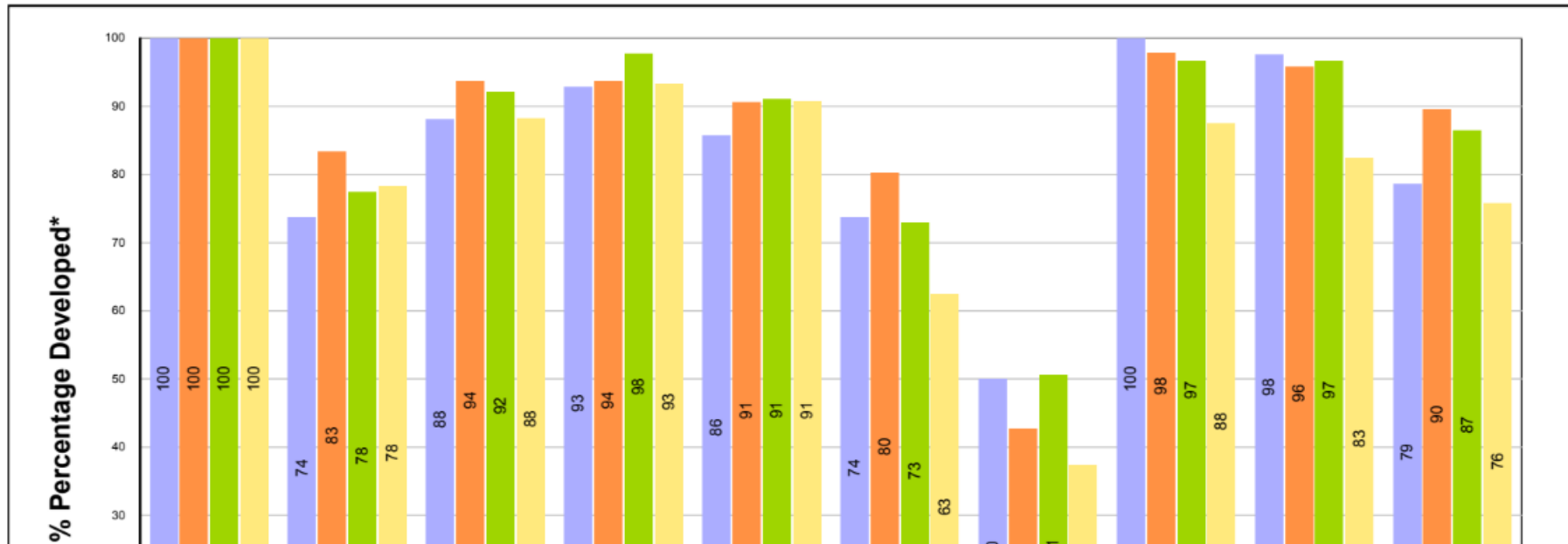
Student Achievement

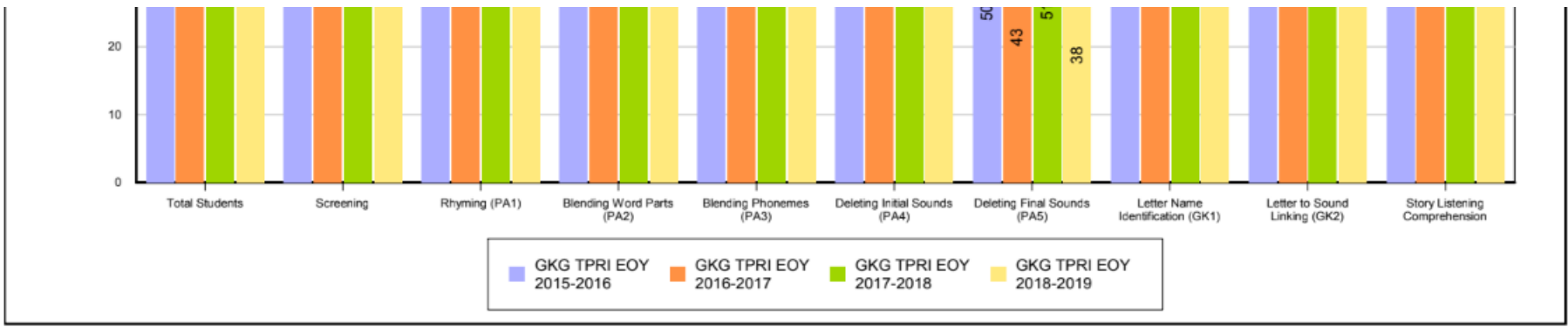
Student Achievement Summary

Pre-K to Kinder Growth comparisons

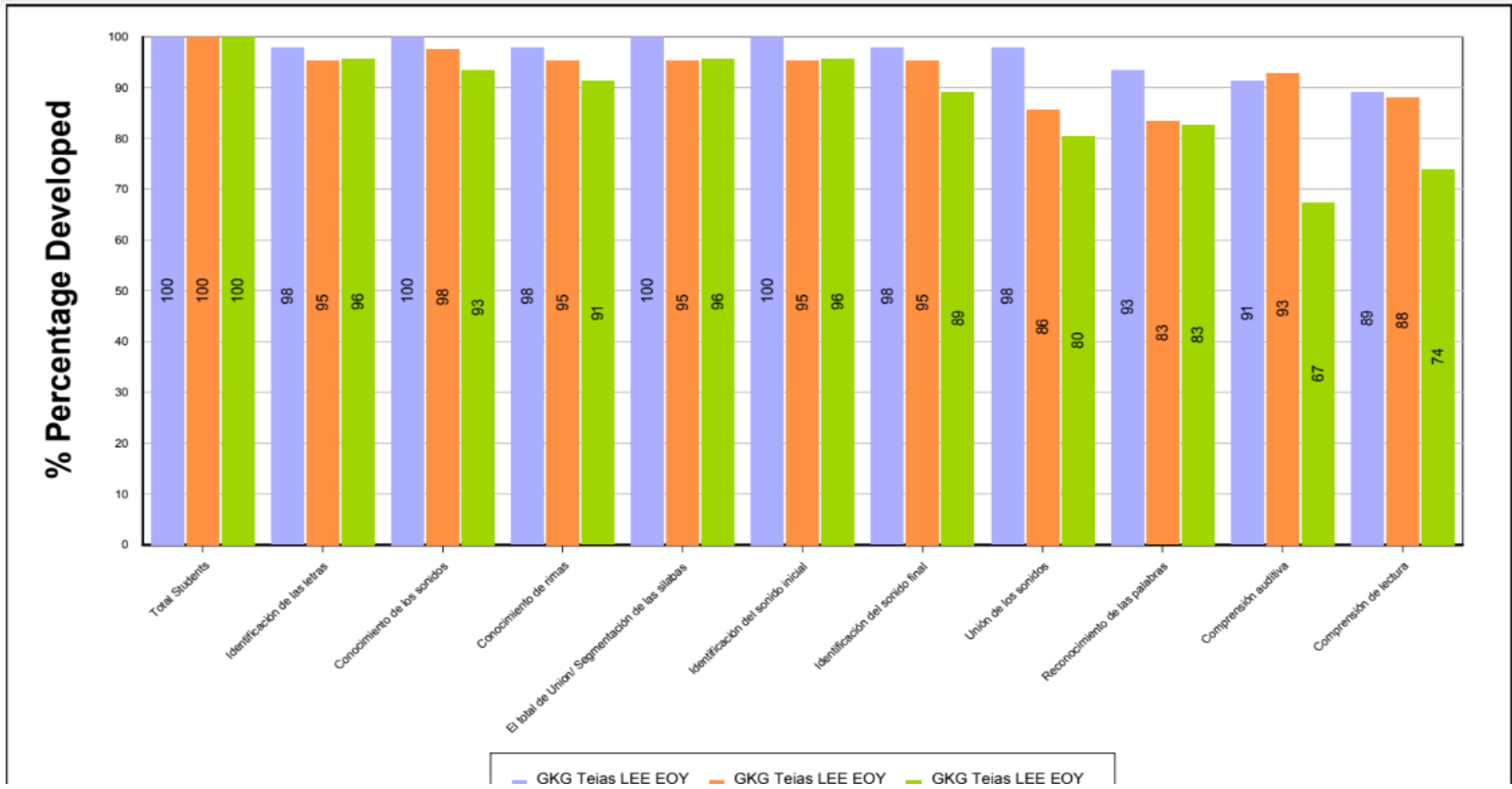
Listening	Growth 25%
Rhyming Part 1	Growth 22%
Rhyming Part 2	Growth 31%
Alliteration	Growth 28%
Words in a Sentence	Growth 37%
Syllabication	Growth 33%
Onset Rhyme	Growth 35%
Rapid Letter Naming	Growth 40%
Rapid Vocabulary Naming	Down 9%

Kinder TPRI Data





Kinder Tejas Lee Data



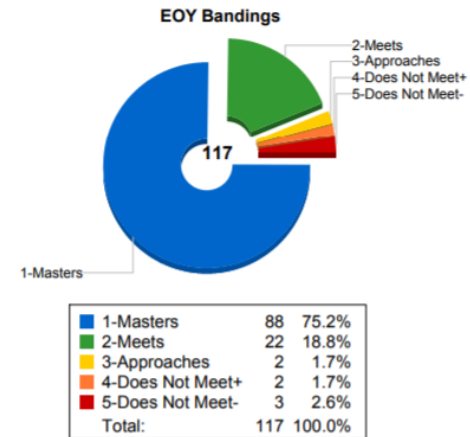
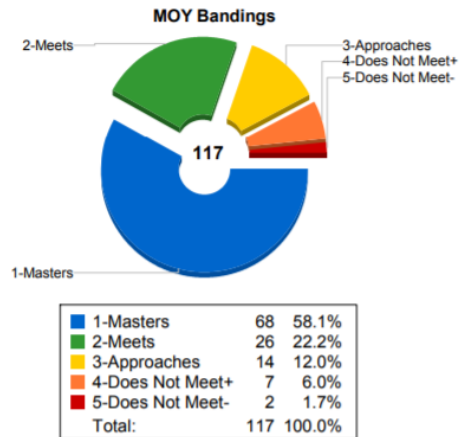
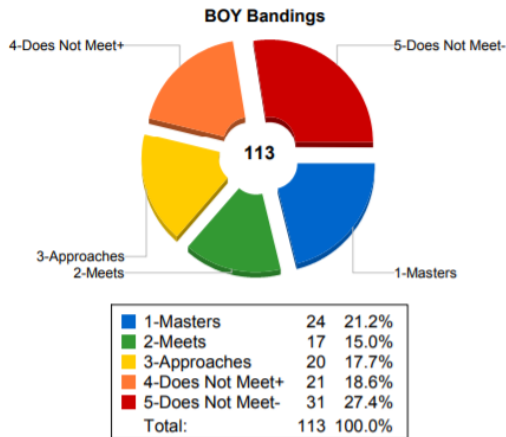
1st grade TPRI 2018-19

TPRI Campus Tier and Group Progress Report

GKG TPRI 2018-2019

Campus: **BLUEBONNET EL**

District: **BASTROP ISD**



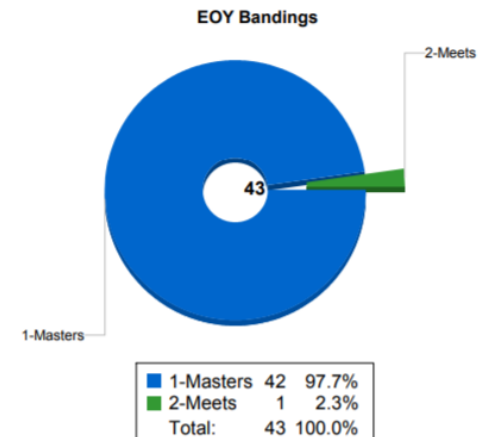
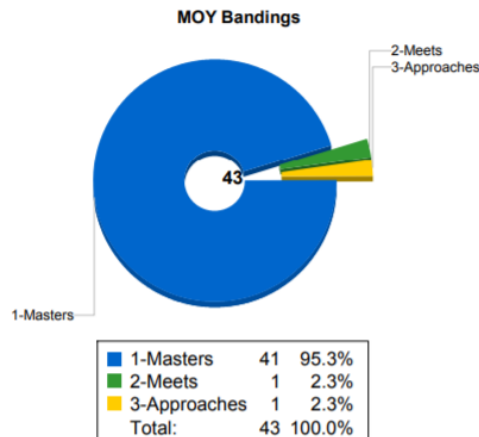
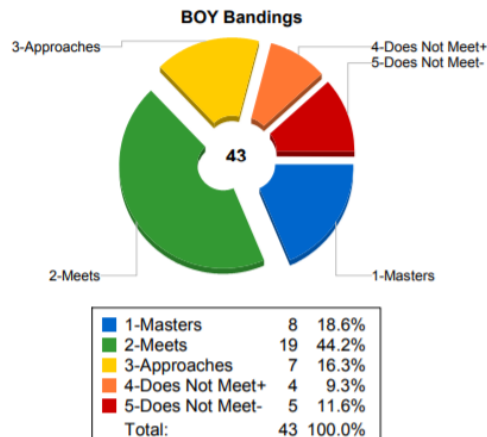
1st grade Biligual TPRI(Masters grew by 69%)

Tejas LEE Campus Tier and Group Progress Report

GKG Tejas LEE 2018-2019

Campus: **BLUEBONNET EL**

District: **BASTROP ISD**

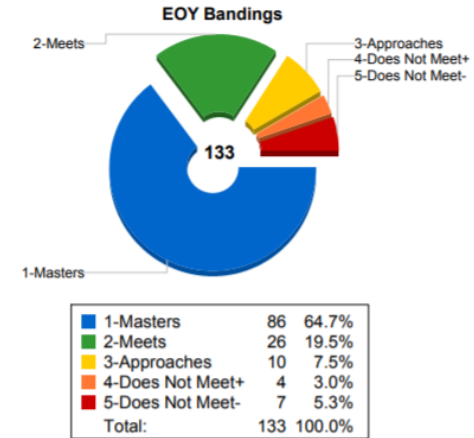
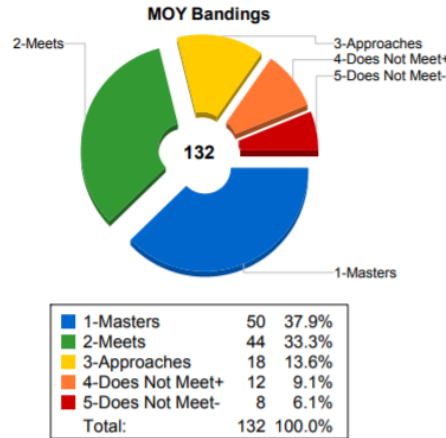
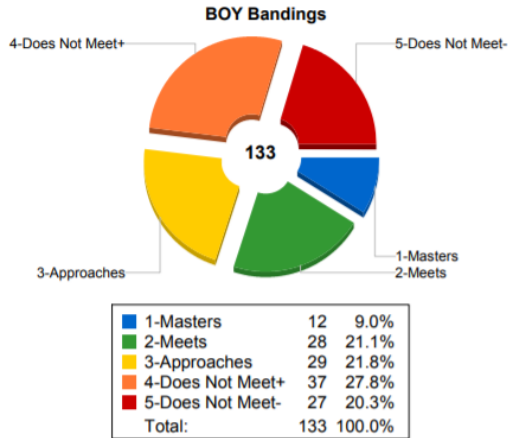


TPRI Campus Tier and Group Progress Report

G01 TPRI 2018-2019

Campus: **BLUEBONNET EL**

District: **BASTROP ISD**



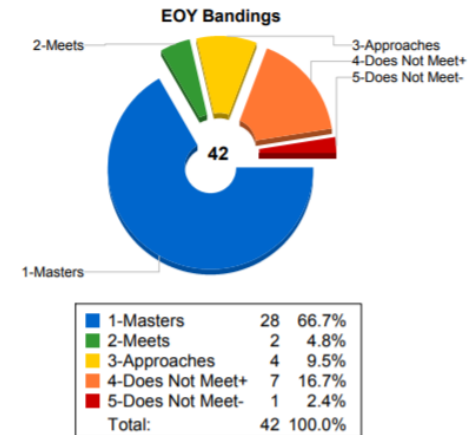
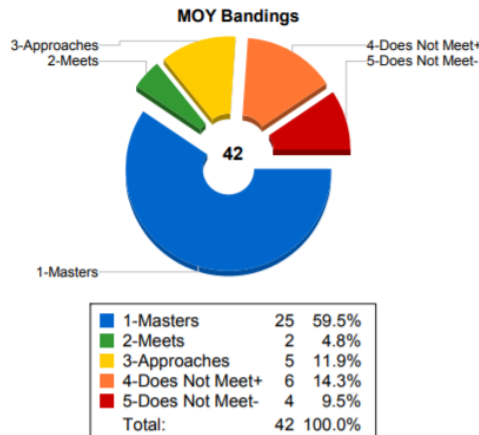
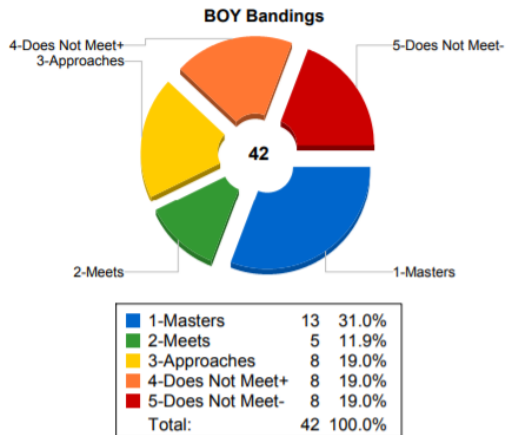
2nd Bilingual TPRI (Masters grew by 36%)

Tejas LEE Campus Tier and Group Progress Report

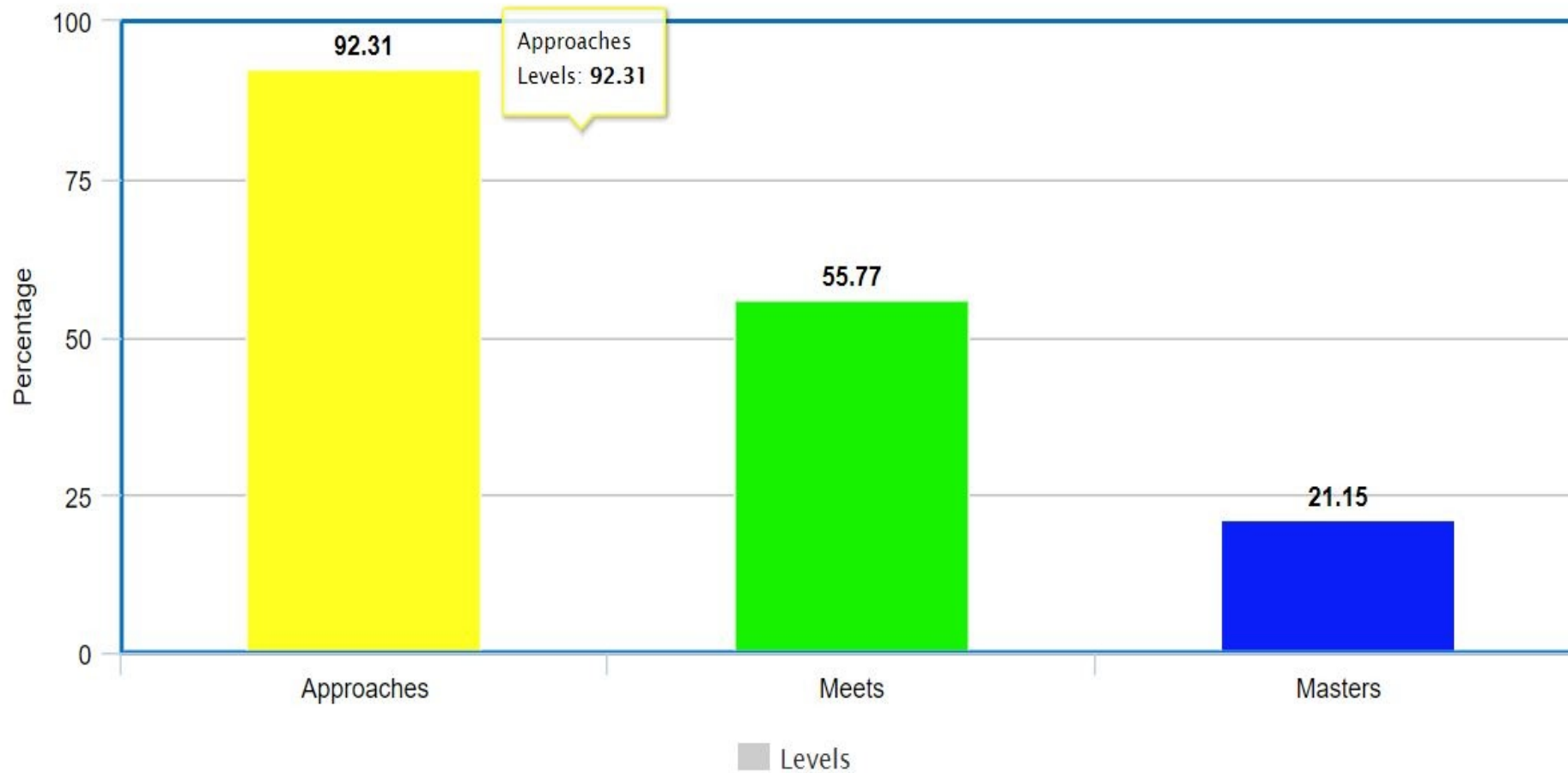
G01 Tejas LEE 2018-2019

Campus: **BLUEBONNET EL**

District: **BASTROP ISD**



1st Grade EOY Math 2018-2019



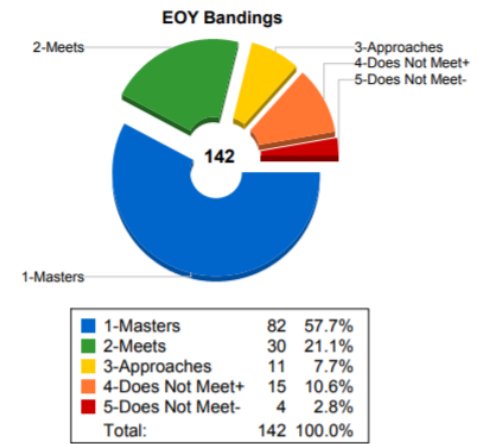
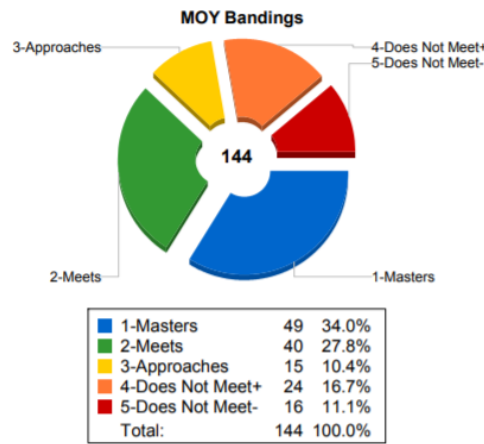
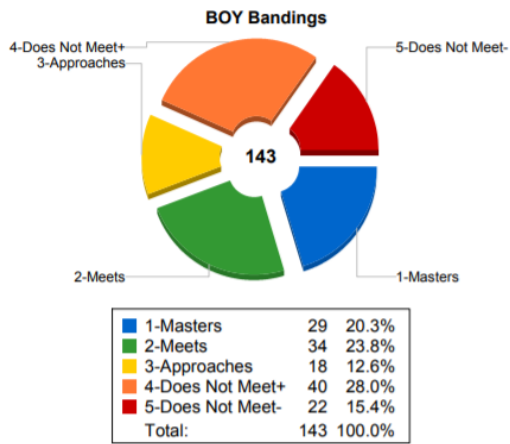
meta-chart.com

TPRI Campus Tier and Group Progress Report

G02 TPRI 2018-2019

Campus: BLUEBONNET EL

District: BASTROP ISD



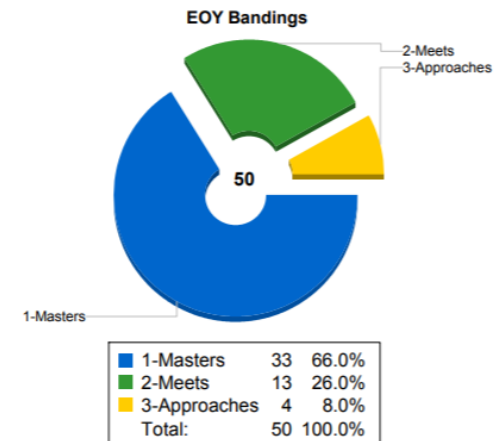
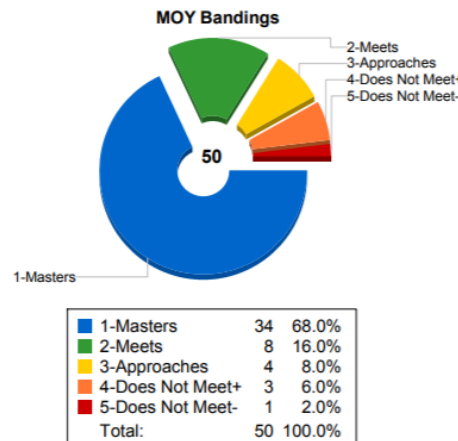
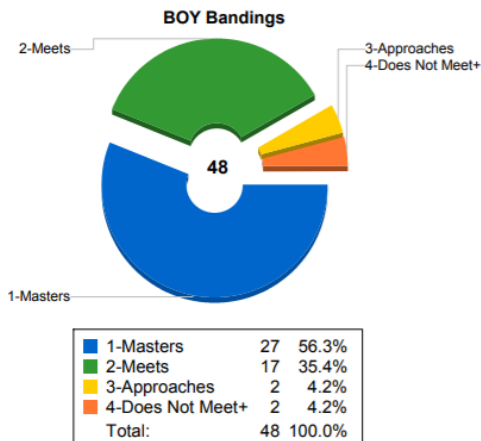
3rd grade Bilingual TPRI (Masters grew by 9.7%)

Tejas LEE Campus Tier and Group Progress Report

G02 Tejas LEE 2018-2019

Campus: BLUEBONNET EL

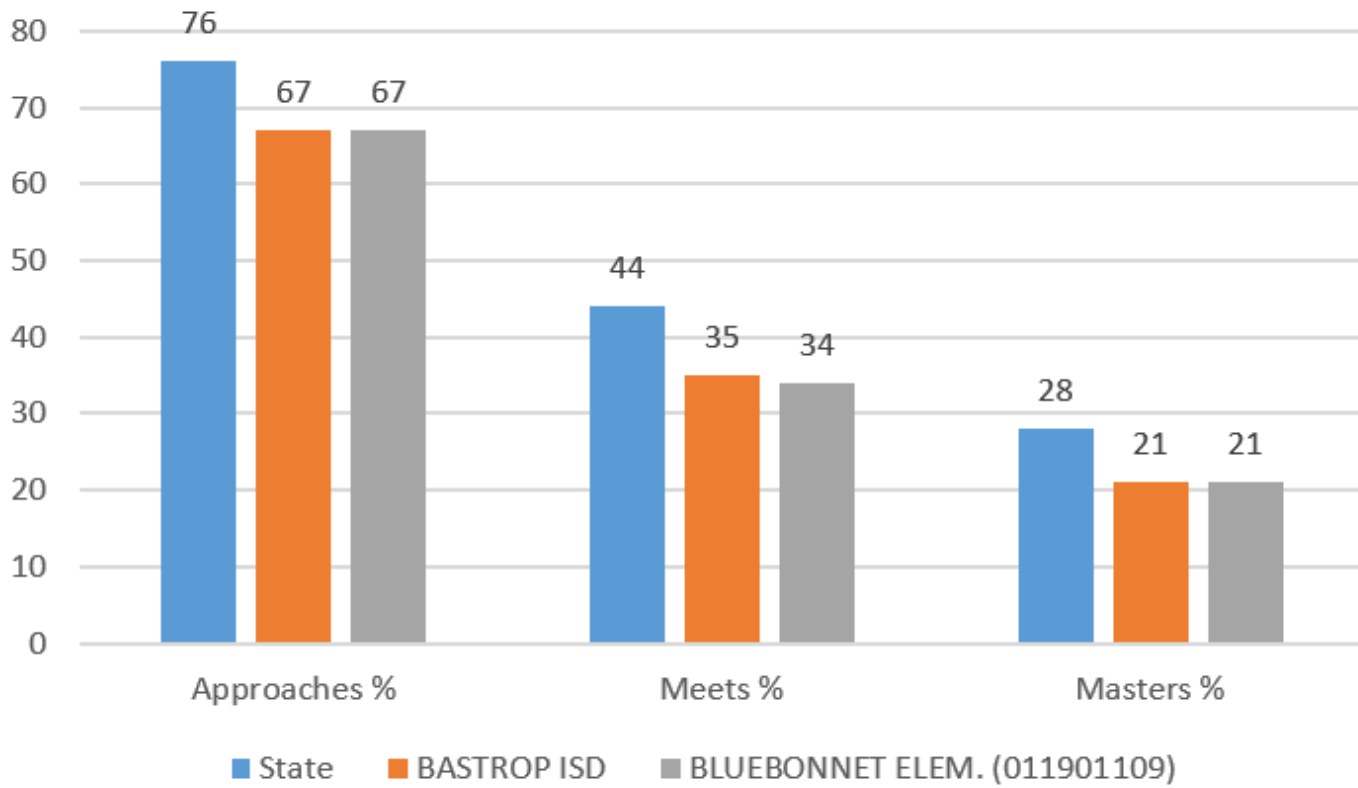
District: BASTROP ISD



Grade 3 Reading STAAR

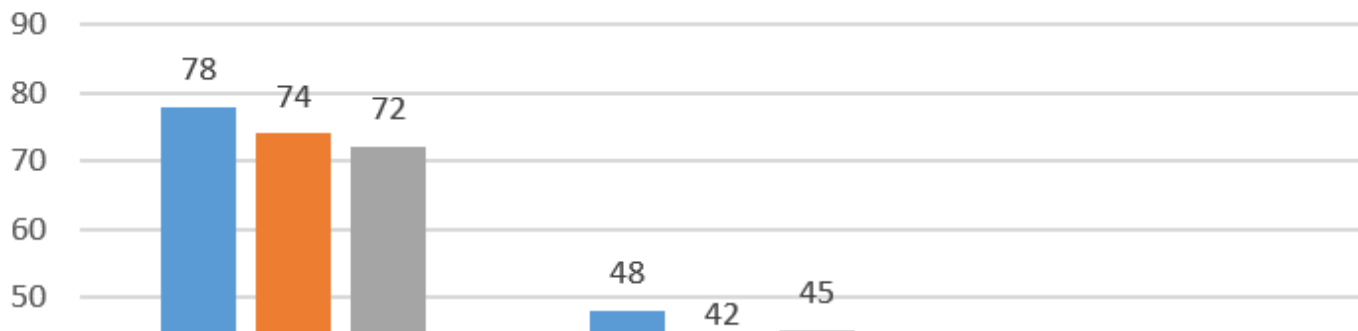
Grade 3 Reading

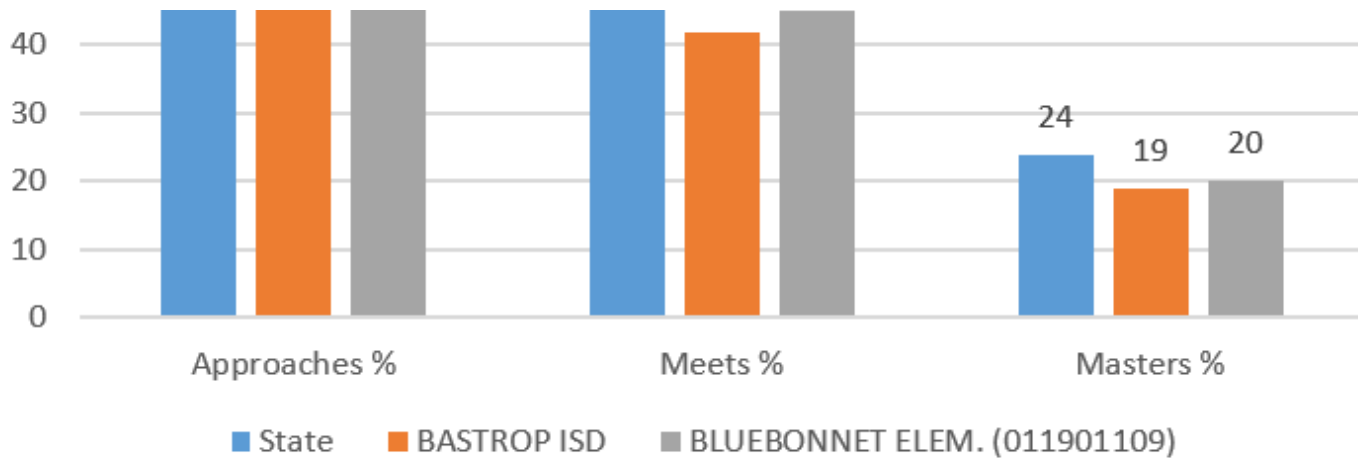
Grade 3 Reading



Grade 3 Math STAAR

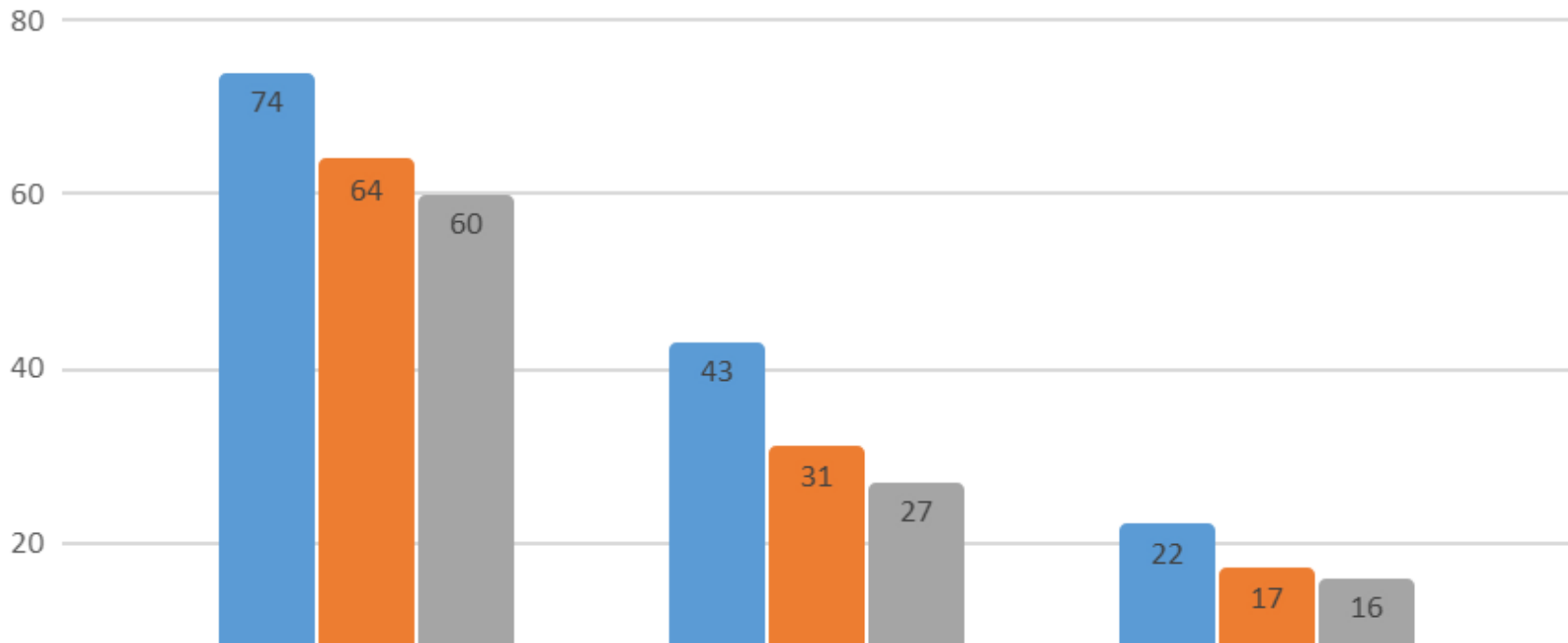
Grade 3 Math

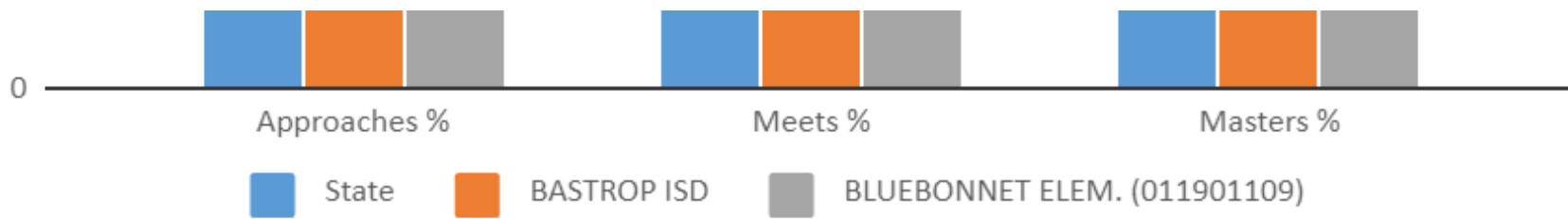




4th Grade Reading STAAR

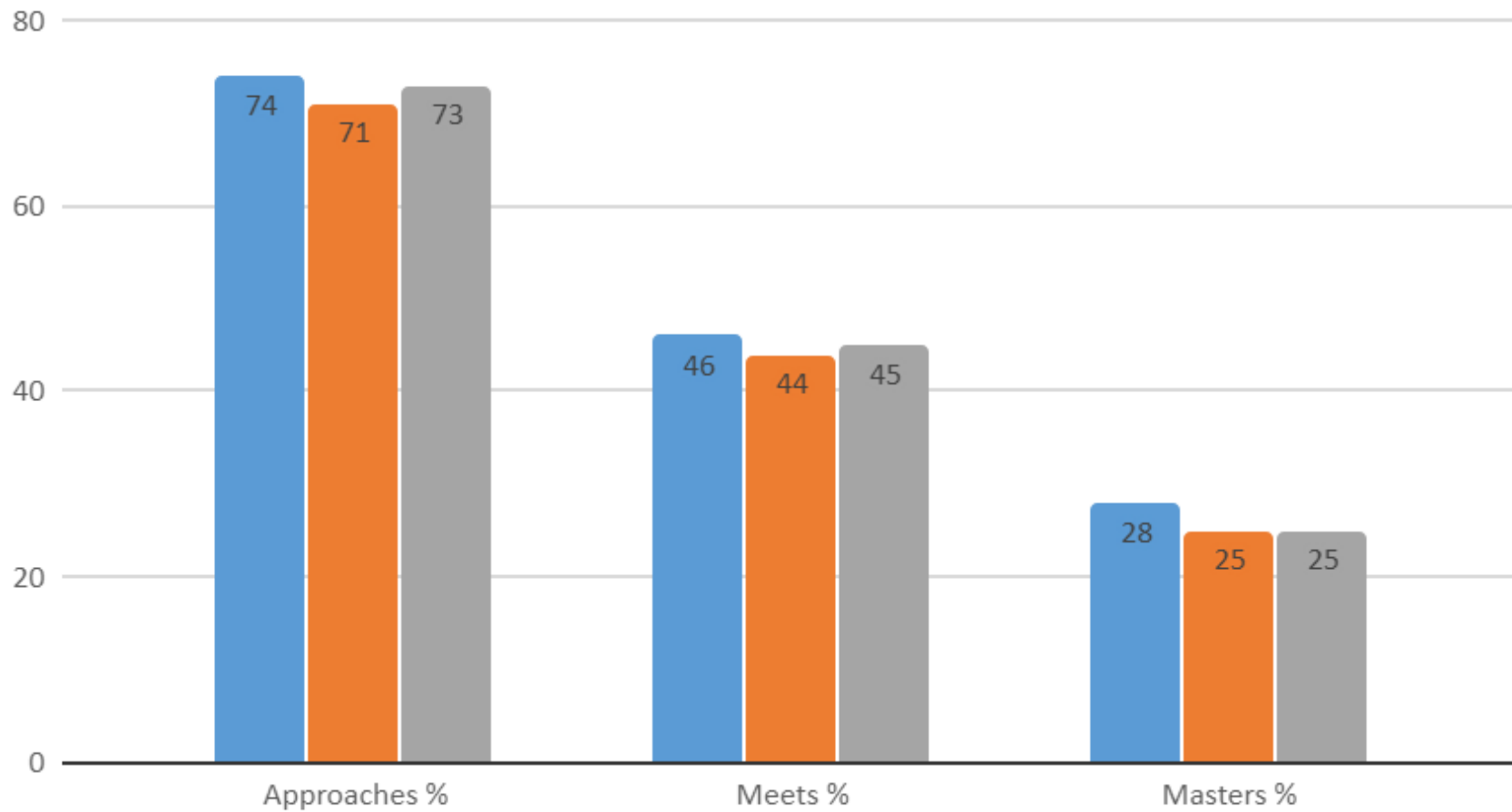
Grade 4 Reading





Grade 4 Math STAAR

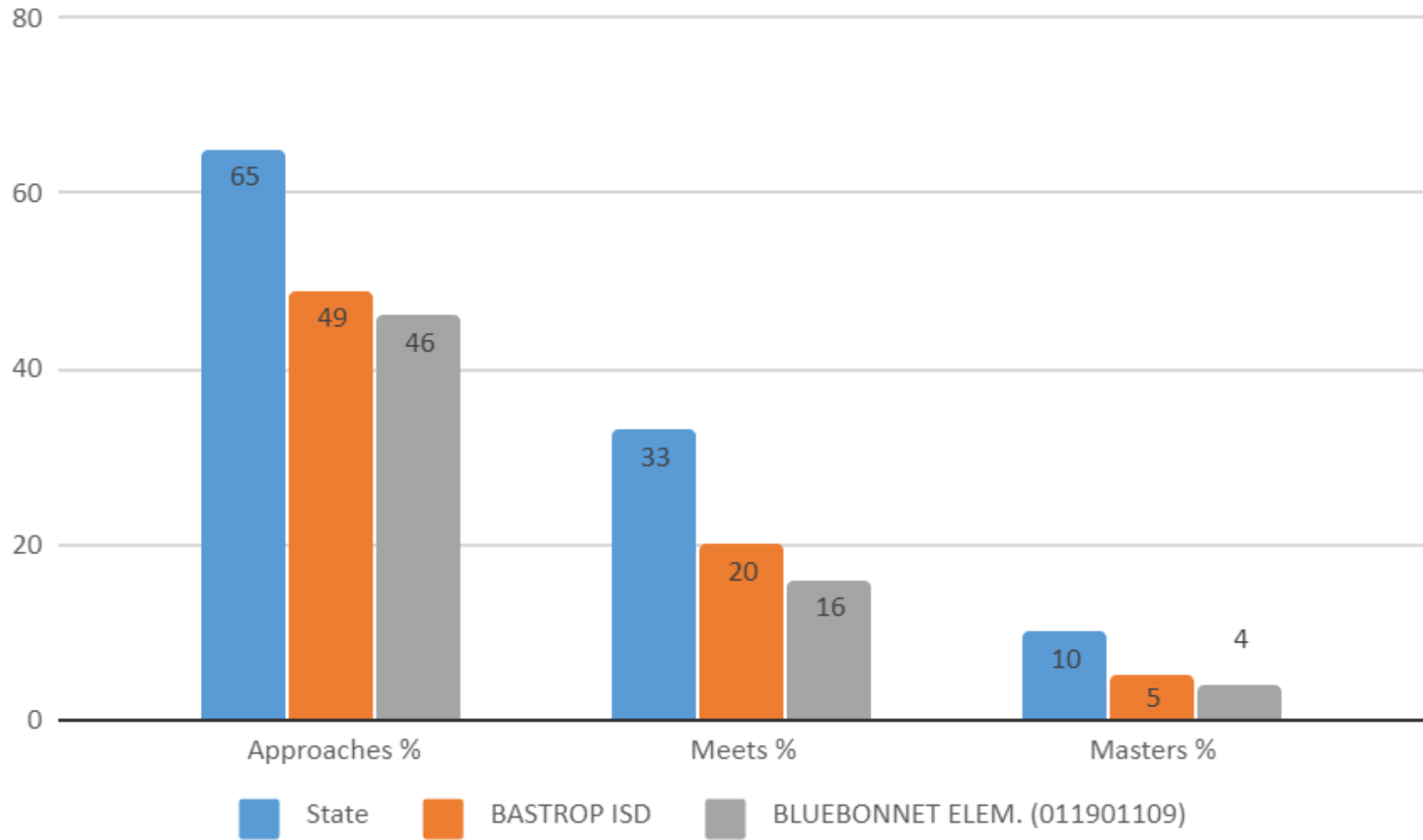
Grade 4 Math



State BASTROP ISD BLUEBONNET ELEM. (011901109)

Grade 4 Writing STAAR

Grade 4 Writing



TELPAS 2018-2019 Data, Target is to move each child to a higher level by EOY

Gr	Listening				Speaking				Reading				Writing			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
K	33%	61%	6%	0%	39%	57%	4%	0%	76%	20%	4%	0%	92%	4%	4%	0%
1	0%	35%	35%	31%	2%	37%	33%	29%	31%	31%	24%	14%	27%	29%	27%	18%
2	9%	24%	36%	31%	9%	27%	47%	16%	34%	38%	32%	5%	24%	27%	29%	18%
3	4%	16%	40%	40%	2%	30%	30%	38%	20%	42%	30%	8%	18%	26%	34%	20%
4	9%	47%	33%	11%	20%	31%	33%	16%	16%	44%	16%	24%	7%	35%	33%	25%

[TELPAS Composite and Progress](#)

2018-2019 TELPAS, Target is to increase progress in Upper Elementary Grades

Gr	Composite				Progress	
	B	I	A	AH	Raw #	Progress%
K	41%	55%	4%	0%	0	0
1	2%	39%	33%	27%	45	94
2	13%	35%	41%	11%	16	31
3	2%	37%	43%	18%	22	48
4	5%	38%	42%	15%	13	24

Student Achievement Strengths

- - 4th Grade STAAR Math increased in approaches, meets, and masters.
 - Met TELPAS goal: 48% composite rating

- 3rd Grade STAAR Math increased from 69% to 72% (17-18 to 18-19)
- 3rd Grade STAAR Reading improved from 66% to 68%.
- Satisfactory levels of STAAR performance were achieved in most sub populations.
- Student achievement is fairly consistent across sub-populations with the exception of special education and LEP students.
- Advanced rates remained steady with an decrease of < 1% from the previous year.
- Passing rates remained consistent from the previous year despite the increase in the passing standards.
- PK students show mastery of foundational skills for future learning.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student performance on Math, Writing and Reading assessments lag behind state average **Root Cause:** Students reading gaps not closing after 1st grade

Problem Statement 2: Over 30% of students not making growth measure between 3rd and 4th grade in math and reading **Root Cause:** Lack of curriculum alignment and targeted intervention processes

Problem Statement 3: Limited number of students scoring above advanced high on Telpas after first grade **Root Cause:** Change from holistic to online format is more rigorous requiring more practice

Problem Statement 4: Students are struggling in revising and editing and writing compositions at BES **Root Cause:** Student need support in TELPAS and STAAR writing

School Culture and Climate

School Culture and Climate Summary

A positive School Culture and School Climate is something we pride ourselves on at Bluebonnet Elementary. Our students and parents are greeted each morning with a smiling face and a warm welcome. Our hallways are safe for all who enter and our faculty and staff work diligently to promote and provide a safe and welcoming environment conducive to hands-on learning that produces productive, thoughtful students. Our inviting atmosphere allows staff, students, and parents to be stakeholders in the educational process. Bluebonnet Elementary is proud of the campus culture and the spirit of teamwork that exists between the school and the community. The Bluebonnet faculty believes the campus is staffed with nurturing individuals who work to make learning engaging for all students. The faculty is dedicated to making a positive impact in the lives of all students in order to help them grow academically, socially, and emotionally.

According to a Bluebonnet parent survey, 97% of parents say their child feels safe at school and 96% of parents believe a positive learning environment has been established.

According to a Bluebonnet student survey, 91% of 3rd and 4th graders feel safe at school and 88% have fun while learning.

According to a Bluebonnet staff survey, 98% of Bluebonnet employees feel like the overall atmosphere/climate is positive and helps students learn

Breakfast in the classroom was launched as a new initiative this year and has had a positive impact on student learning as the morning routine has become less rushed and ensures proper nutrition for students.

School Culture and Climate Strengths

- Caring staff committed to academic excellence and student support
- Week at a Glance - staff memo/newsletter is published weekly
- Implementation of Positive Behavior Intervention & Supports, Classroom Community Circles, and Restorative Discipline
- Monthly newsletter sent to parents in hard copy format and electronically
- Attendance incentives
- Crisis drills and procedures set in place
- Mandatory Parent Conferences in October
- Family Nights hosted throughout the school year(Art Walk, Literacy Night, Fall Fest)
- Musical Performances throughout the year
- Meet the Teacher Night before school year begins and Back to School Night after the start of the year
- Utilization of Blackboard and Class Dojo to communicate with families as well as Facebook and Twitter

- After school CLUBS: News Team, Photography club, Art Club, Choir, Science, technology and Engineering club

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Recruitment and Retention

- Beginning teachers- 1.6
- Teachers at BES with 0-5 years experience - 18
- Teachers at BES with 5-10 years experience - 4
- Teachers at BES with 11- 20 Years experience-14.2
- Teachers at BES with 20+ years experience-9.8
- 97% of BES Teachers are ESL Certified

Teachers by Ethnicity and Sex:

African American-1

Hispanic- 16.2

White -28.3

Asian- 1

Two or More Races- 1

Males- 4

Females- 43.5

Staff Quality, Recruitment, and Retention Strengths

- Most teachers have 0-5 years experience at BES

- Almost 10 teachers have over 20 years experience
- Diverse staff both by ethnicity and gender
- Number of ESL certified teachers on campus continues to grow
- All teachers participate in ongoing professional development via faculty meetings and conference periods that is aligned to campus instructional framework
- New teachers are teamed with a mentor teacher.
- All mentor teachers attended training prior to taking on the role of mentor teacher.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Limited number of applicants for key positions after June **Root Cause:** Geographic location and other larger schools recruiting

Problem Statement 2: Percentage of teachers in the 6-10 year experience range is lower than 1-5 year experience **Root Cause:** Reliance on novice teachers to fill positions with limited applicants

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bastrop ISD utilizes the TEKS Resource System curriculum management system to help organize our Curriculum, Instruction, and Assessment. We also utilize the Lead4Ward Student Learning Reports and TEKS Snapshot, the district clarification documents, the district YAGs, and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills, including critical thinking and problem solving, communication skills, creativity, collaboration, and information/media literacy skills through unit Performance Assessments. Our grade level teams plan lessons during weekly Professional Learning Communities. They follow the district lesson plan model that includes lesson objectives, high yield instructional strategies, gradual release of responsibility (I do, We do, You do), and format and assessment components. Monthly data meetings take place in order to progress monitor the growth of all students.

Curriculum, Instruction, and Assessment Strengths

- 1. Professional Learning Communities-each grade level has one 2:00 PLC 4 times a month
- 2. Instructional Coaches in Math and ELAR
- 3. Summer professional development aligned to district goals
- 5. Implementation of Formative Loop, a foundational math skills program for 1st-4th graders-completed third full year with average completion rates
- 6. RTI program serving at risk students
- 7. High quality tutoring provided by retired/certified teachers

Parent and Community Engagement

Parent and Community Engagement Summary

Bluebonnet 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 week.

Parent and Community Engagement Strengths

- Strong coordination with the PTA volunteer program
- 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: Students in Pre-K and Kindergarten have a significantly lower attendance rate than the school average (around 5-7%) **Root Cause:** Parents not knowledgeable about school attendance guidelines. Bus routes in large geographic area require some students to be picked up at 5:30 am.

School Context and Organization

School Context and Organization Summary

Data highlights that the District provides general support for the campus in terms of resources and providing the appropriate personnel. It is noted that teachers are supported by Administration especially with providing time to plan, class coverage, and substitutes to cover classes so teachers can administer participate in PLC structures and assessment cycles.

The current BES's master schedule provides teachers with ample planning time to ensure that the students are receiving the best instruction available to them. Instructional staff frequently provides feedback to the District C&I team, as well as the campus administrative team via online surveys, PLC meetings, Campus committees, and district level support. Teachers have opportunities to collaborate with the Instructional Coaches to decide what is needed on common assessments, resources, data, and what to expect on all future assessments. Overall, BES continues on the growth path of academic success.

School Context and Organization Strengths

- District provides a strong system within the school such as RtI, curriculum specialist, and campus behavior support.
- Administration provides resources needed, time for planning and teacher collaboration, and allow for input from staff on decisions that affect the campus in a constructive way.
- Organized and Effective PLCs
- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
- Teachers accommodate special populations with more time and individualized instructional plans
- RTI is being utilized successfully with students being referred to the appropriate special population.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.

Technology

Technology Summary

Individual staff members are confident in their ability to integrate multiple types of technology information and their instruction. Staff is aware of what technology is available to them; they can easily access it and are aware of the digital learning resources. As far as the effective use of technology as it pertains to the user's ability, online technology training is available to those who utilize it. Training is provided for Skyward, Google, proper device use, various trainings of Digital Learning kits, and one-on-one trainings between digital learning specialist and staff. Impact has been a relatively successful transition from Eduphoria Forethought to Google Drive for lesson plans according to the technology department. A network is in place to provide access to the network both wired and wireless throughout the campus.

Our librarian keeps an inventory of campus technology and assigns the distribution of student laptops according to grade levels and needs.

The computer lab and integration lab has been expanded and updated this year to accommodate more usage both scheduled, and on-demand.

Technology Strengths

- Online training is available to strengthen the effective use of technology for those who utilize it.
- On-going technology training and support provided by the District.
- Students have access to computers in the classrooms and to two computer labs.
- Technology carts are shared to provide a higher ratio of student to laptops.






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, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Source(s) 1: BISD Police Dept. documentation, Safe Schools Audits

Summative Evaluation 1:

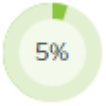




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) BES will conduct and debrief monthly safety drills with BISD PD and other agencies to improve readiness and response time.		Campus admin District safety personnel BISD PD	BES will analyze safety efforts and make adjustments to ensure a more safe learning environment.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: By June 2020, 90% of BISD campuses 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) BES Admin team will calibrate and debrief referral coding to ensure consistency across grade levels and administrators.		Admin	Ensure more accurate coding through decrease in coding errors.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: By June 2020, 100% of staff will be trained in trauma, sexual abuse, human trafficking, and other maltreatment of children.

Evaluation Data Source(s) 3: Trauma Training agendas, sign-ins (August & Monthly Faculty Mtgs) & Safe Schools Audits

Summative Evaluation 3:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) All BES staff will participate in the Trauma informed schools training. 2. Human trafficking and childhood maltreatment addressed through monthly faculty meetings.		Support staff summer training admin support	Staff will be better equipped to understand and respond to student behavior and underlying causes and learn of ways to support students in crisis.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) BES will conduct and debrief threat assessment with BISD PD and other agencies and implement multi-hazard emergency operation plan.		campus threat assessment team	Campus staff will become efficient at recognizing harmful, threatening or violent behavior that may pose a threat to the campus.				
							

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, BES will reduce out-of-classroom (in-school suspension, out-of-school suspension) placements by at least 5%.

ISS from 20 to 18

OSS from 9 to 8

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISS Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) 2. BES will offer multiple opportunities for students to engage in our SEL Curriculum, PBIS and restorative practices. - Daily 20 minute SEL Lessons embedded in daily classroom instruction.		Leader: Counselor Others Involved: Principal, Assistant Principals, Instructional Coach, Team Leads	1. Reduction in discipline referrals and disciplinary placements. 2. Implementation can be measured through campus PBIS and RTI committee data collection and work.				
 = 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.

By June 2020, STAAR Reading will increase student performance at Meets by 5%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) 1) Implement and progress monitor district curriculum system, utilizing district website including: - A. YAG, IFD, Vertical Alignment - B. Required and recommended resources -C. Instructional Strategies aligned to Big 8 - D. Campus based common assessments will be created and data protocols will be used</p>	2.4, 2.6	Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Teacher Leads	Teachers use of materials as noted in lesson plans, classroom visits, PLC notes/participation and observations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) We will use supplemental research based instructional materials and resources. These resources may include: (2B)</p> <ul style="list-style-type: none"> - Discovery Education - Brain Pop - EGSI Assessments - Lucy Caulkins Unit of Study - Motivation (Math, Writing, Reading, Eng/Spn versions) -TANGO -Scholastic Readers 	2.4, 2.5, 2.6	<p>Leader: Instructional Coach</p> <p>Others Involved: Principal, Assistant Principal, classroom teachers.</p>					
				Funding Sources: 211 - Title I, Part A - 0.00			
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Improve the Response to Intervention system with the use of a research-based reading component (LLI and Soluciones) and incorporating research-based math intervention (Do the Math).</p>	2.4, 2.6	<p>Leader: RTI Lead Others Involved: Principal, Assistant Principals, Instructional Coach</p>	Student growth in reading and math for targeted students.				
				Funding Sources: 289 - Title IV - 0.00, 211 - Title I, Part A - 0.00			
 = 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, BES will increase :

Special Education Meets Student Performance :

-Reading (29% to 34 %) & Math (25% to 30%)

English Learner Meets Student Performance:


-Reading (21% to 26%) & Math (43% to 48%)







Overall Student Progress Performance:

-Reading (64% to 69%) & Math (68% to 73%)

Evaluation Data Source(s) 2: 2020 STAAR results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Implement a comprehensive and effective academic RTI program, that utilizes universal screeners in Math and ELA as ongoing student progress monitoring to adjust to student academic needs, daily small group student intervention, after school tutoring, STAAR Camps to support and improve performance of special populations.</p>	2.4, 2.5, 2.6	Campus Principal Assistant Principal Instructional Coaches RTI Staff	Increase performance and outcomes of all learners, particularly EI and special education students.				
Funding Sources: 199-024 - State Compensatory Education - 0.00, 211 - Title I, Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Support and monitor the implementation of the transitional bilingual early exit model, PK - 4.</p> <ul style="list-style-type: none"> - Sheltered Instruction Strategies - Bilingual Strategies - Vocabulary Development 		<p>Leader: Principal Others Involved: Assistant Principals, Instructional Coach Teacher Leaders, Bilingual/ESL 1 teachers</p>	Measurable increase in TELPAS and STAAR scores for ELs				
Funding Sources: 199-025 - Bilingual/ESL - 0.00							
<p>3) Support and monitor the use of multiple co-teaching models and instructional strategies in co-taught classrooms. Materials and resources will be monitored and verified.</p> <ul style="list-style-type: none"> - Read 180 - Do the Math 	2.4, 2.6	<p>Leader: Principal Others Involved: Assistant Principals, Instructional Coach Teacher Leaders, Special Education teachers</p>	Ensure students in special education settings are making adequate academic growth.				
 = 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, BES will increase the overall Student Performance at Meets by 9% (34% to 43%) & Masters by 5% (17% to 22%).



Math - Meets (45% to 50%) Masters (23% to 28%)

Reading - Meets (31% to 36%) Masters (18% to 23%)

Writing - Meets (17% to 23%) Masters (5% to 10%)

Evaluation Data Source(s) 3: 2020 STAAR Results

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) 1) Implementation of guaranteed and viable curriculum that includes required and recommended resources. With the additional support of a campus instructional coach to implement district/campus vision. Teachers will also utilize planning days to disaggregate data, deconstruct TEKS, and plan for lessons & assessments, including: -District Curriculum Website -BIG 8 Strategies -Brain Pop</p>	2.4, 2.6	Campus Principal Assistant Principal Instructional Coaches	Increased alignment of instructional practices Greater student engagement and achievement				
Funding Sources: 211 - Title I, Part A - 0.00							
							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Campus Admin, Instructional Coaches and Teacher Leaders will attend a combinations of in and out of district training including: -Effective Schools Framework -Project READ - Starting A Movement with Ken Williams -Instructional Rounds</p>		Campus Principal Assistant Principals Instructional Coaches PLC Leads	Increase in building capacity to effectively plan and implement instructional norms				
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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:

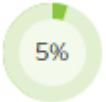




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) Campus will utilize print and electronic forms of communication (Dojo, Blackboard, Facebook and Twitter) to share information about campus events, brand our campus and share celebrations. Print communication to be sent home weekly via "Yellow Folders".	3.1	Campus communication liaison principal	Increase parent involvement and promotion of campus branding. Communication artifacts will be collected to show frequency and variety.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) BES will actively seek to partner with local organizations such Chamber of Commerce, Bastrop Cares, and PTA to increase opportunities for community involvement.		Campus principal	Increased partnerships and community awareness of events at BES				
 = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) BES will host parent engagement events to support two way communication, Literacy, Math Fluency, and Science to include: -Principal Coffees - Fall Fest(Fall) - Math & Reading nights -Science Fair	3.1, 3.2	Principal	Increase in the number of families participating in evening events as measured by parent attendance.				
	Funding Sources: 211 - Title I, Part A - 0.00						
2) Students and families will participate in activities that celebrates the diverse demographic groups and cultures on our campus including: - Grandparent's Day - Veteran's Day - Thanksgiving -Career Day - Cinco de Mayo -Dia de los Muertos -Family Field Day - College Day Recognition	3.1, 3.2	Principal Campus leadership team	Increase student and family partnership opportunities.				
= Accomplished = Continue/Modify = No Progress = Discontinue							