

Bastrop Independent School District

Mina Elementary

2020-2021 Campus Improvement Plan



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

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 non-verbally.
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 non-verbally.
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

Mina Elementary is a neighborhood Pre-Kindergarten through 4th grade Title I campus in Bastrop ISD. Student enrollment at Mina Elementary has continued to steadily grow and we are currently serving 660 students. Attendance rate has steadily decreased over the past 3 years. Mina's teacher to student ratio is an average of 21 students per class.

CAMPUS DEMOGRAPHICS

SCHOOL YEAR	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Students-	513	592	562	616	613	656	633
Boy	50.97%	53%	49.84%	49.84%	49.27	53.96%	54.03%
Girl	49.035	47%	50.16%	50.16%	50.73	46.04%	45.97%
African American	10.5%	11.2%	8.10%	10.23%	8.16%	8.99%	6.95%
Asian	1.9%	.7%	1.84%	2.44%	1.79%	1.83%	1.74%
Hispanic	34.5%	35%	39.23%	39.12%	38.17%	39.63%	41.07%
Two or more Races	5%	3%	3.13%	2.41%	4.40%	4.42%	6.06%
Hawaiian/Pac Island	0%	0%	0%	0%	0%	.15%	0.16%
White	47%	47.5%	47.70%	44.64%	47.31%	44.66%	44.87%
American Indian/Alaskan	.39%	0%	0%	.16%	.16%	.30%	0.16%
Economically Disadvantage	56.4%	51.2%	45.30%	49.19%	56.28%	55.95%	52.29%
English Language Learners	5.8%	6.1%	4.97%	4.71%	3.59%	2.90%	4.42%
Gifted & Talented	4.8%	6.25%	5.16%	5.68%	6.36%	6.25%	7.58%
At Risk	43.97%	51%	55.43%	41.40%	41.60%	38.72%	36.33%
Dyslexia			3.13%	5.68%	4.40%	7.93%	5.69%
Special Education	8.95%	11.87%	11.05%	12.34%	12.23%	15.85%	15.48%

Demographics Strengths

1. A diverse student population enhances the educational experiences of all students, as students bring diverse cultural backgrounds and sets of experiences.
2. Mina has a very active Parent Teacher Association that is focused on supporting students, teachers, and families.
4. Mina's staff is focused on building strong relationships with our families.
5. Mina has a high teacher retention rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 1. Mina's attendance rate is 95.43% **Root Cause:** The lack of a positive educational experience for some of our students' families, due to Covid-19, contributes to our attendance rate.

Student Achievement

Student Achievement Summary

Mina Elementary met standard for the 2018-2019 school year.

Overall Scaled Score-81

Domain 1 Student Achievement-83

Domain 2 School Progress-84

Part A: Academic Growth-58-65

Part B: Relative Performance-84

Domain 3 Closing the Gaps-67-75

STAAR Data	Approaches	Meets	Masters	Performance Level
3rd Reading 2019	89%	53%	36%	59%
3rd Reading 2018	84%	49%	31%	55%
3rd Reading 2017	81%	54%	40%	58%
STATE 2019	76%	44%	28%	
4th Reading	88%	54%	32%	58%
4th Reading 2018	78%	49%	24%	50%
4th Reading 2017	66%	42%	22%	43%
STATE 2019	74%	43%	22%	
3rd Math 2019	93%	51%	24%	56%
3rd Math 2018	84%	59%	31%	58%
3rd Math 2017	84%	54%	24%	54%
STATE 2019	78%	48%	24%	
4th Math 2019	82%	57%	38%	59%
4th Math 2018	80%	52%	26%	53%
4th Math 2017	71%	43%	22%	45%
STATE 2019	74%	46%	28%	
4th Writing 2019	74%	39%	13%	42%
4th Writing 2018	61%	35%	11%	36%
4th Writing 2017	60%	33%	11%	35%
STATE 2019	65%	33%	10%	

Met Standard Combined STAAR Data By Group-Approaches & Above

Combined Data	State	All	AA	His	White	SPED	Eco Dis	ELL
Reading		85%-88%	69%--N/A	88%-87%	88%-92%	45%-	77%	59%
Math		83%	56%	82%	89%	36%	75%	67%
Writing		62%	62%	63%	61%	15%	54%	44%

CIRCLE-TPRI Data

PreK CIRCLE/Kinder-2nd TPRI									
2017-2018					2018-2019				
Campus	BOY Developed	MOY Developed	EOY Developed	% growth	BOY Developed	MOY Developed	EOY Developed	% growth	% of students going to next grade needing more assistance in 1 or more measures
Pre-K	71%	90%	81%	10%	71	68	65	-6%	35%
Kinder	2%	13%	42%	40%	2%	25%	63%	61%	37%
First	0%	5%	11%	11%	0%	5%	14%	14%	86%
Second	11%	27%	48%	37%	12%	35%	52%	40%	48%

One Years Growth in Reading

	Kinder	First	Second	Third	Fourth
Level D-82%					
Level C-12%	90%	84%	74%	70%	
Below Level C-6%					

Reading Benchmark Assessment Data

BAS	At/Above Level	Approaching/Below Level
Kinder	62%	38%
First	75%	25%
Second	83%	17%
Third	67%	33%
Fourth	71%	29%

Mina Elementary

Grade	Total Students	Beg.	Int.	Adv.	Adv. High	Progress Raw #	Progress %
K	3	100%	0%	0%	0%	-	-
1	4	50%	50%	0%	0%	2	50%
2	2	0%	0%	50%	50%	1	50%
3	3	0%	0%	66%	34%	1	33%
4	8	0%	13%	63%	25%	3	38%
						Total	7 41%

Student Achievement Strengths

1. Mina Elementary "Met Standard" on the 2019 Accountability Ratings for each index.
2. A Distinction Designation was earned in Post Secondary Readiness and English Language Arts.
3. Domain 3-Closing the gaps had an 8 point increase.
4. 94% of kindergarten students were on or above reading level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Mina received an improvement required rating in the school progress/academic growth domain with a scale score of 65. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 2 (Prioritized): Students receiving special education services performed at 42%, performing significantly below their non-disabled peers. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 3 (Prioritized): Economically Disadvantaged students performed at 77%. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 4 (Prioritized): ELL students performed at 64%. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 5 (Prioritized): African American students performed at 58%. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

Problem Statement 6: 28% of Mina Students were not reading on grade level at the end of the 2018-2019 school year. **Root Cause:** Students are lacking access to direct, targeted, skill specific intervention.

School Culture and Climate

School Culture and Climate Summary

A positive School Culture and School Climate is something we pride ourselves on at Mina 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. Mina Elementary is proud of the campus culture and the spirit of teamwork that exists between the school and the community. The Mina 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 Mina parent survey, 98% of parents say their child feels safe at school and 97% of parents believe a positive learning environment has been established.

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

According to a Mina staff survey, 99% of Mina employees feel like the overall atmosphere/climate is positive and helps students learn.

School Culture and Climate Strengths

1. Caring staff committed to academic excellence and student support
2. Week at a Glance - staff memo/newsletter is published weekly
3. Implementation of Positive Behavior Intervention & Supports, Classroom Community Circles, and Restorative Discipline
4. Monthly newsletter sent to parents in hard copy format and electronically
5. Four week attendance incentives
6. Crisis drills and procedures set in place
7. Mandatory parent conferences in October
8. Family Nights hosted throughout the school year(Art Walk, Literacy Night, Trunk-or-Treat)
9. Musical Performances for each grade level throughout the year (will continue when possible)
10. Meet the Teacher Night before school year begins and Back to School Night after the start of the year (calls were made this year due to Covid)
11. Utilization of School Status to communicate with families
12. CLUBS: PE Posse, Task Force, Art Club, Choir, Green Team, ASL, Run Club, Dance Team (will continue when possible)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): According to the 3rd & 4th grade Student Climate Survey, 58% of students feel like students are disrespectful to adults. **Root Cause:** Students are not held accountable for respectful behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The strength of our staff lies in the fact that we hire teachers that, for the most part, stay at Mina Elementary. All of our staff meet the Highly Qualified standards set by the NCLB. We do not hire teachers or paraprofessionals unless they meet these standards prior to their employment with Mina Elementary. We provide local staff development for teachers, bring in quality trainers to assist in identified curricular areas, and also allow teachers to attend training of their choosing to provide them with tools needed to grow.

Beginning Teachers-0%

1-5 years of experience-26%

6-10 years of experience-21%

11-20 years of experience-28%

Over 20 years of experience-25%

Staff Quality, Recruitment, and Retention Strengths

1. 100% Highly Qualified Teachers
2. High Staff Retention Rate
3. Acceptable teacher to student ratio
4. Positive Work Environment
5. High relational capacity between staff and administrators
6. 100% of certified staff is ESL certified
7. According to the Staff Climate Survey, 100% of teachers enjoy working at the school and feel staff morale is high

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 74% of teachers feel that instructional time is protected from disruption. **Root Cause:** Students are pulled out for services such as RTI, Resource, and Dyslexia.

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 Snapshots, 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 3 times a month
2. Instructional Coach
3. Summer professional development aligned to district goals
4. Implementation of Model Classroom Project
5. Implementation of Formative Loop, a foundational math skills program for 1st-4th graders
6. RTI program serving at risk students
7. High quality tutoring provided by retired/certified teachers

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teacher perception data reveals that we do not have an adequate Math RTI program. **Root Cause:** We are not funded for a math interventionist.

Problem Statement 2: PLC time is spent lesson planning rather than analyzing data and planning for re-teach/intervention. **Root Cause:** Time on task during PLC's are directed toward lesson planning .

Parent and Community Engagement

Parent and Community Engagement Summary

Mina Elementary is a place where family, school, and community come together to support learning. The school offers many opportunities for families to be involved; however, Covid-19 has made this a challenge. We believe the school and home connection is the most important resource to achieving success in all areas of development for our students.

Mina Elementary has a strong foundational PTA. As soon as the Covid 19 restrictions are lifted, Mina will continue to have the support of an active WATCH DOGS program, where Dads and male mentors are involved in our schools. Volunteers will be welcomed back on campus as soon as it is allowed. Each year, we invite community members to participate in our Career Day and Read Across America Week and this will continue even if have to do it virtually. According to the Mina Parent Climate Survey, 97% of parents feel they are well informed about activities and events taking place. The preferred method of communication by Mina families is the automated phone/email and text Blackboard system.

Parent and Community Engagement Strengths

1. Meet the Teacher & Back to School Night (calls were made this year due to Covid-19)
2. PTA
3. Watch Dogs
4. Trunk-or-Treat
5. 9 Weeks Awards Ceremonies
6. Mandatory Parent Conferences
7. Family Nights with student musical performances (will resume when possible)
8. Home/School Connection Newsletters
9. Grandparents Day (suspended due to Covid-19)
10. Muffins with Mom (will take place if restrictions are lifted)
11. Donuts with Dad (will take place if restrictions are lifted)
12. Talk Time Questions on Weekly Newsletters
13. School Messenger Communication
14. McTeacher Night
15. PALS (will resume when restrictions are lifted)
16. Career Day (will be held virtually if needed)
17. One Timers Challenge (will take place if restrictions are lifted)
18. Art Walk (will take place if restrictions are lifted)
19. School Dance (will take place if restrictions are lifted)
20. Mentors (will resume when possible)
21. Dance Team performances at community events (will resume when possible)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 88% of parents feel like there are extra curricular activities for their child to participate in. **Root Cause:** We are lacking options and platforms for extra-curricular activities.

Problem Statement 2: 78% of parents agree that there are activities to help students learn about different colleges and careers. **Root Cause:** We do not offer parent education on career and college readiness.

School Context and Organization

School Context and Organization Summary

Mina Elementary is an in-town school that serves a large number of students, including neighborhood students. Two of Bastrop's largest subdivisions, Hunter's Crossing and Riverside Grove, are in our zone, as well as the growing development of apartments and new subdivisions. The campus welcomed students back for the 20-21 school year with an initial enrollment of 660 students, up from last year's ending enrollment of 605 students. Mina Elementary serves students in grades PK-4th. We are unique in that we are the one elementary campus within the district that serves students with auditory impairment. We also have a structured RTI program that identifies and provides support for struggling students. We deliver specialized services to students with dyslexia, students who have been identified as gifted and talented, and students served through a life-skills program. This is our second year to house the district ECSE program that includes general education CDC students.

Our staff consists of 2 administrators, 1 school counselor, 1 social worker, 1 school LVN, 33 classroom teachers, 8 special education teachers, 8 support services teachers, 1 instructional coach, 3 interpreters, 3 communication facilitators, educational assistants, and 4 office personnel.

Our campus leadership team consists of 5 classroom teachers, 1 instructional coach, and 3 support staff members.

Our campus based site committee consists of campus & district employees, business owners, community members, and parents.

School Context and Organization Strengths

Parents, teachers, and students at Mina Elementary take pride in their school and its record of success. It is our goal to help every child feel welcomed, connected, and a part of our Mina family. We challenge each student to grow in his or her academic abilities, while remembering our commitment to teaching the WHOLE child! Our campus continues to be a team of exceptionally talented and committed staff that is anchored in a passion for this profession.

The Master Schedule has been built to ensure that students who are pulled out for special services are not missing core instruction. Real time teaching minutes are protected and maximized. Our campus focuses on a collaborative nature for decision making and support. We highly value the RTI process and understand the importance of targeted intervention. Academic interventions begin within the first three weeks of school, based on available information and universal screener results. Teachers meet regularly to review student data and plan instruction and intervention based on the needs of the students.

Technology

Technology Summary

Mina Elementary has utilized the campus technology funds over the past several years to obtain more student devices in the classrooms. Each classroom is equipped with a technology compatible TV, document camera, a listening station, and five student devices. In addition, each grade level has access to their own laptop cart. Many teachers have written grants over the past year that have added additional devices to their classroom.

87% of Mina families have a computer at home and 96% have internet access.

Technology Strengths

1. Laptop Cart used daily for all grade levels
2. Full time media specialist that supports the computer lab paraprofessional
3. Full Wireless Internet coverage
4. Highly responsive technology support
5. Instructional Technology Specialist on campus weekly

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): 88% of Mina teachers feel they have received adequate training and support with technology. **Root Cause:** Training in technology is not tailored to teacher needs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact


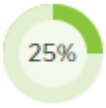
Goals










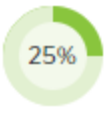
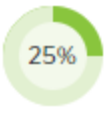
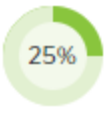



Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff.

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


Evaluation Data Sources: BISD Police Dept. documentation, Safe Schools Audits


Summative Evaluation: None

<p>Strategy 1: Monitor and audit safety plans, drills, & processes.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: BISD Police Assistant Principal All Staff</p> <p>Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 2: City/county officials participate in drills</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: BISD Police City/County Official Assistant Principal All Staff</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 3: Provide training for staff on safety drills and conduct action reviews for all.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: BISD Police Assistant Principal All Staff</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 4: Conduct threat assessments as appropriate/needed</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: BISD Police Assistant Principal All Staff</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 5: Provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: BISD Police Assistant Principal All Staff</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 6: Implement multi-hazard emergency operations plans</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: BISD Police Assistant Principal All Staff</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 7: COVID related operational materials</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Assistant Principal All Staff</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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 No Progress

 Accomplished

 Continue/Modify










 Discontinue

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

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

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

Summative Evaluation: None

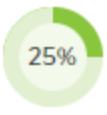
<p>Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment</p> <p>Strategy's Expected Result/Impact: 1. Implementation can be measured through campus PBIS and RTI committee collection and work 2. Impact can be measured by PBIS data collection during Nov. and March using Campus Reflection Sheets. 3. REVISIT STUDENT INCENTIVES/STARS-BRAG BOARDS</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principal</p> <p>Others Involved: Principal, Classroom Teachers District Behavior Specialist</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Formative			Summative														
Oct	Jan	Mar	June														
																	
<p>Strategy 2: Ongoing classroom management training in bullying prevention and discipline matrix. Implement Anti-Bullying program to include student/teacher/parent pledges and safe reporting procedures.</p> <p>Strategy's Expected Result/Impact: Kindness Matters Challenge on WAG, 6-Weeks of Manners Matter Lesson Plans, Collected Pledges, Filed Bullying Reports November-Kindness Month/PTA fundraiser</p> <p>Staff Responsible for Monitoring: Leader: Counselor/CIS Counselor</p> <p>Others Involved: Principal, Assistant Principal, Classroom Teachers, PBIS Committee, Behavior Interventionists</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Formative			Summative														
Oct	Jan	Mar	June														
																	
<p>Strategy 3: Standardized procedures of referral data entry and analysis</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals from 156 referral (35 students, 5 OSS and 53 ISS)</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principal</p> <p>Others Involved: Principal, Classroom Teachers, District Behavior Specialist</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Formative			Summative														
Oct	Jan	Mar	June														
																	

Strategy 4: Create, implement, and monitor the use of a continuum of behavior support options that promotes access to the general education setting and progress in the general curriculum. Implement Second Steps SEL curriculum, Community Circles and Restorative Discipline models.

Strategy's Expected Result/Impact: Decrease amount of time out of classrooms in order to maximize access to curriculum. Increase in positive school climate and foster relationships among students and staff.

Staff Responsible for Monitoring: Leader: Assistant Principals

Others Involved: CBS coaches, Principal, Classroom Teachers, Counselor, CIS

Reviews			
Formative			Summative
Oct	Jan	Mar	June
			



No Progress



Accomplished



Continue/Modify








Discontinue

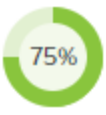
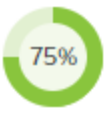




Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff.

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

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

Summative Evaluation: None

<p>Strategy 1: Train all staff in sexual abuse, human trafficking, and other maltreatment of children</p> <p>Strategy's Expected Result/Impact: list specific safe school trainings here NW anything you need to do at faculty meetings?</p> <p>Staff Responsible for Monitoring: Leader: District Behavior Specialist</p> <p>Others involved: All staff</p> <p>Superintendent Goals: SG 1</p>	Reviews			
	Formative			Summative
	Oct 	Jan 	Mar 	June
<p>Strategy 2: Continuing education for staff on trauma-sensitive care on how grief and trauma affects students learning and behavior</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>	Reviews			
	Formative			Summative
	Oct 			June
<p>Strategy 3: Establish common campus expectations through an active PBIS committee and review referral data</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Assistant Principal Behavior Inventionist</p>	Reviews			
	Formative			Summative
	Oct 			June

Strategy 4: Provide ongoing SEL lessons and support all students PreK-4 Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 5: Identify at risk students and partner with CIS to provide counseling/mentoring through individual counseling, targeted groups and lunch bunch Strategy's Expected Result/Impact: Counselor's Schedule and Documentation Staff Responsible for Monitoring: Leader-Counselor CIS counselor Others Involved- Principal Classroom teachers,	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By June 2021, Pre Kinder-2nd grade students will increase their reading & math levels as follows:

PK Math (86% to 90%) / PK RD (59% to 65%)



K Math (70% to 75%) / K RD (96% to 98%)



1st Math (74% to 80%) / 1st RD (66% to 71%)







2nd Math (70% to 75%) / 2nd RD (88% to 93%)

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

Summative Evaluation: None

<p>Strategy 1: Implement PK-2 district led Professional Learning Communities throughout the school year.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: Implement PK-2nd data meetings to review data CIRCLE/TPRI and plan for skill intervention.</p> <p>Strategy's Expected Result/Impact: Student Reading Growth</p> <p>Guided Reading Lesson Plans Data Grids BOY, MOY, EOY Circle data BOY, MOY, EOY TPRI data</p> <p>Staff Responsible for Monitoring: Leader: Instructional Coach</p> <p>Others Involved: Principal Assistant Principal Classroom Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 3: Provide professional development in the following identified areas: small group instruction and systematic phonics instruction.</p> <p>Strategy's Expected Result/Impact: Overall Reading Growth</p> <p>Weekly AR Reports Progress Monitoring Grids</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Library Media Specialist Assistant Principal Instructional Coach Classroom Teachers</p> <p>Funding Sources: Accelerated Reader - 211 - Title I, Part A</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 4: Provide coaching cycles to teachers based on teacher needs assessment.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Assistant Principal Instructional Coach Classroom Teachers</p>	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 5: Balanced Literacy programs will be implemented and students will participate in differentiated activities in class to include fluency, Saxon Phonics, Heggerty Phonemic Awareness, and Guided reading instruction will be implemented daily, with minimum running record requirements and documentation.</p> <p>Strategy's Expected Result/Impact: Overall reading performance</p> <ul style="list-style-type: none"> Overall Reading Growth Running Records TPRI Data Guided Reading Levels Progress monitoring grids Student data folders BAS Fluency activities Continue internal differentiated training with GR Tier classroom teachers 1, 2, 3 Weekly AR reports Progress Monitoring Grids Participation in Book It Participation in Six Flags Reading <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others-</p> <ul style="list-style-type: none"> Assistant principal RTI lead Teacher Classroom Teacher Instructional Coach Librarian 	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
<p>Strategy 6: Ensure the consistency and fidelity of hands-on science labs in all grade levels. Teachers will teach Science vocabulary utilizing Science vocabulary cards that include picture to be placed on visual and virtual word walls.</p> <p>Strategy's Expected Result/Impact: Utilize STEM Scopes</p> <ul style="list-style-type: none"> Utilize hands-on Science Kits Lesson Plans Science Academic Targets Performance Visual &/or Virtual Word Walls <p>Staff Responsible for Monitoring: Leader: Principal</p> <ul style="list-style-type: none"> Assistant Principal Instructional Coach Classroom Teachers District Science Specialist 	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By June 2021, BISD will increase STAAR GROWTH measures as follows :

Special Education Student Growth:

-All subjects-42% to 50%

English Learner Student Growth:

-All subjects-64% to 70%

Economically Disadvantage Student Growth:



-All subjects-




Overall Student Progress Performance:



-Reading (68% to 75%) & Math (63% to 75%)














Evaluation Data Sources: Baseline Data

Summative Evaluation: None

Strategy 1: Ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to Covid-slide	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Train, support, and monitor fidelity of use of B.I.G. 8 strategies across all campuses Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June

<p>Strategy 3: Train campus administrators, faculty/staff and instructional coach on effective modeling and monitoring of B.I.G. 8 for all students</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Assistant Principal Instructional Coach Classroom Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 4: Train in co-teach model in District-identified target areas</p> <p>Strategy's Expected Result/Impact: Monitor progress of students receiving special education services through monitoring meetings. STAAR data progress monitoring grids mini data boards</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Assistant Principal Instructional Coach Special Education Teachers Classroom Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Require all BISD teachers to be ESL endorsed</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Assistant Principal Instructional Coach Classroom Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 6: Refine, support, and monitor the ESL program: pullout and content based.</p> <p>Strategy's Expected Result/Impact: tutoring Summitt k12</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Assistant Principal Instructional Coach Classroom Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 7: Incorporate monthly data point checks in order to monitor the progress of all student groups. PK-4th grade students will participate in Istation and teachers will use weekly reports to provide intervention.</p> <p>Strategy's Expected Result/Impact: Data Wall Progress Monitoring Grids Intervention Lesson Plans Setting the Bar by 9 weeks in reading and math Set up monthly Thursday data point checks TPRI BAS Mock STAAR scores Sight Word Counts Fluency Counts BAS/WPM Istation Close Reading Gaps Overall reading performance Progress Monitoring Grids IStation Data Reports Student Data Folders</p> <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others- Assistant principal RTI lead Teacher Classroom Teacher Instructional Coach</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 8: Improve fidelity with implementation of System 44 through monitoring, teacher feedback, and implementing coaching/support.</p> <p>Strategy's Expected Result/Impact: STAAR data</p> <p>progress monitoring grids System 44 monitoring reports</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others Involved: Assistant Principal, Special Education Teachers, Special Education Instructional Specialist</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Oct	Jan	Mar	June														
																	
<p>Strategy 9: Provide tutoring opportunities for students based on current student data</p> <p>Strategy's Expected Result/Impact: STAAR Data BAS Data</p> <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others- Assistant principal RTI lead Teacher Classroom Teacher Instructional Coach 2 RTI tutors 3 Skill Specific Tutors</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 10: Deliver comprehensive Response to Intervention to students who are academically struggling and conduct bimonthly RtI progress monitoring meetings.</p> <p>Strategy's Expected Result/Impact: STAAR data</p> <p>RtI notes progress monitoring grid</p> <p>Staff Responsible for Monitoring: Leader: RtI Lead Teacher</p> <p>Others Involved: Principal, Assistant Principal, Instructional Coach</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)




Performance Objective 3: By June 2021, BISD will increase Overall STAAR Student Growth measures as follows:













Reading Growth (62% to 70%)

Math Growth (62% to 75%)

Evaluation Data Sources: 2019 STAAR Results?

Summative Evaluation: None

<p>Strategy 1: Provide training and support to admin and ICs on the effective facilitation of PLCs</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others- Assistant principal RTI lead Teacher Instructional Coach</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: Support campuses in building capacity with PLC leads</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others- Assistant principal Classroom teachers Instructional Coach</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Fidelity, training, and monitoring of balanced literacy and guided math components</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others- Assistant principal Classroom teachers Instructional Coach</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				


<p>Strategy 4: Provide support and coaching to campus administrators</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others- Assistant principal Instructional Coach</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Formative			Summative														
Oct	Jan	Mar	June														
																	
<p>Strategy 5: Train and develop campus IC's in effective classroom coaching cycles to develop and support instruction</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others- Assistant principal Instructional Coach</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
Reviews																	
Formative			Summative														
Oct	Jan	Mar	June														
																	
<p>Strategy 6: Implement Formative Loop daily math fact development program to ensure acquisition, development and retention of foundational math skills in grade 1-4.</p> <p>Strategy's Expected Result/Impact: Close Math Gaps Formative Loop Weekly Reports</p> <p>Staff Responsible for Monitoring: Leader: Principal Others Involved: Assistant Principal, RTI lead teacher, Classroom teacher, Instructional Coach</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Formative			Summative														
Oct	Jan	Mar	June														
																	
<p>Strategy 7: Utilize and monitor district provided math and reading screeners to identify students and plan for intervention. Implement a dedicated intervention/enrichment time daily for each grade level where targeted instruction is delivered based on common assessment/academic target data; the majority of pull-outs will take place during this time.</p> <p>Strategy's Expected Result/Impact: BAS STAAR TPRI Common Assessments District Assessments</p> <p>Staff Responsible for Monitoring: Leader-Principal</p> <p>Others- Assistant principal RTI lead Teacher Classroom Teacher Instructional Coach SPED teachers Dyslexia Teachers</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Oct	Jan	Mar	June														
																	

Strategy 8: Continue to implement Model Classroom Project to include continued professional development through onsite, online, meetings, and observations/debriefs with John Samara.

Strategy's Expected Result/Impact: MCP/Big 8 strategies evident in classrooms as evidenced by walkthroughs and observations, lesson plans


Staff Responsible for Monitoring: Leader-Principal

Others-
Assistant principal
RTI lead Teacher
Classroom Teacher
Instructional Coach

Reviews			
Formative			Summative
Oct	Jan	Mar	June
 25%			

 No Progress

 Accomplished

 Continue/Modify



 Discontinue

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

Performance Objective 4: By June 2021, Mina will increase overall district attendance rate.

Evaluation Data Sources: Snapshot data

Summative Evaluation: None

Strategy 1: Monitor and implement attendance protocols and procedures to increase attendance rates	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2: Develop systems for students attendance: 1. Attendance Recognition 2. Conduct bi-monthly attendances monitoring meetings 3. Communicate with parent in a timely manner 4. Utilize truancy officer to address chronica senses and tardies 5. Implement Truancy Prevention Measures Strategy's Expected Result/Impact: Attendance Data Reports Staff Responsible for Monitoring: Leader-Principal Others- Assistant principal RTI lead Teacher Classroom Teacher Instructional Coach	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3: Encourage and grow student involvement in extracurricular activities, to include, but not limited to (pending COVID restrictions lifted) :

1. UIL competitions
2. Green Team
3. PE Posse
4. Students Advisory Committee
5. Choir
6. Art Club
7. Dance Team
8. Task Force
9. Talent Show
10. Running Club
11. ASL Club
12. Science Fair
13. Book Club

Strategy's Expected Result/Impact: Student Surveys

Rosters


Sign in Sheets

Staff Responsible for Monitoring: Leader-Principal


Others-


Assistant principal

Club Sponsors

Reviews			
Formative			Summative
Oct	Jan	Mar	June
 0%			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

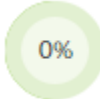






Evaluation Data Sources: Current Data for 2020

237=ONSITE

159=ONLINE


396 TOTAL CHROMEBOOKS


Summative Evaluation: None





<p>Strategy 1: Increase teacher, student and family training on BISD online learning platforms including learning management systems and video conferencing software.</p> <p>Strategy's Expected Result/Impact: Discovery Ed Brain Pop Istation</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
<p>Strategy 2: Strive to develop and sustain a 1:1 student to device ratio</p>	Formative			Summative
<p>Strategy 3: Increase district's virtual infrastructure to provide more options to access various device platforms.</p> <p>Strategy's Expected Result/Impact: hot spots</p> <p>Staff Responsible for Monitoring: None</p>	Oct 	Jan 	Mar 	June
	Reviews			
	Formative			Summative
	Oct 	Jan 	Mar 	June
	Reviews			
	Formative			Summative
	Oct 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Strategy 1: Creation of BISD Virtual School Option for Students	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2: Offer competitive onsite and online schooling options for students.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				


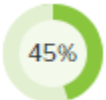




 No Progress  Accomplished  Continue/Modify  Discontinue
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Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

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


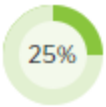





Evaluation Data Sources: monthly newsletters
 weekly class newsletter
 Friday Binders
 School Status

Summative Evaluation: None

Strategy 1: Communicate with parents and community members through various mediums Strategy's Expected Result/Impact: Career Day Read Across America Day Agenda/Sign in Sheets Staff Responsible for Monitoring: Leader-Principal Others- Assistant principal Classroom Teacher	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Answer calls and emails within 24 hours if not sooner Strategy's Expected Result/Impact: School Status Class DOJO Staff Responsible for Monitoring: Leader-Principal Others- Assistant principal Classroom Teacher	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


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

Performance Objective 2: By June 2021, BISD will expand the number of community and business partnerships with BISD by 10%.

Strategy 1: Work with all community, campus and district partners (social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Undergo strategic planning to ensure BISD is prepared to respond to meet the needs of all students in an ever-changing and shifting environment	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 3: Marketing to district stakeholders to support BISD strategic planning	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Strategy 1: Provide customer service training to ensure everyone is greeted and feels welcomed on campuses	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 2: Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 3: Reporting and addressing campus infrastructure issues on a timely basis	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
Strategy 4: Continue partnering with Communities in Schools (CIS) to ensure that BISD students have access to social workers to provide for mental health needs and supports	Reviews			
	Formative			Summative
	Oct 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				