

Bastrop Independent School District
Lost Pines Elementary
2020-2021 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lost Pines Elementary (LPE) is a Title 1 elementary school for grades PK-4th in Bastrop, Texas. There are approximately 650 students enrolled at Lost Pines Elementary. Our school is located in a rural area, approximately 10 miles from downtown. Some parents/families don't have transportation, lack access to internet, and find it hard for them to get to the resources that they need (food pantry, Crisis center). At LPE student populations are comprised by the following:

53% of the students male as compared to 47% female

78% of our students are Hispanic/Latino

2% of our students are African American

17% of our students are White

3% of our students are two or more races.

The other races are statistically irrelevant for the purposes of this report, >1%

475 of our students are identified as At Risk

48% of our students are identified as LEP

11% of the students at LPE are identified as SPED (Speech, LD or ID). 5% of the students at LPE are identified as GT. Boys are Race/Ethnicity are evenly distributed among both SPED and GT. Currently LPE is balanced within our GT population for EcoDis vs. Non-EcoDis.

2019-20 data revealed an decrease in students exit 3rd to 4th bilingual program. LPE is adjusting to provide additional bilingual teachers and resources to target this concern.

The majority of AT Risk students are identified as having a reading difficulty as outlined on early literacy screeners such as Tejas Lee/TPRI. A nominal number of students are reported as AT Risk due to CPS and/or Foster situations.

Demographics Strengths

1. ESL Parent classes are hope to be offered at our campus (after COVID effects), so they can better support their children at home with second-language skills.
2. All students have access to instruction and supports by qualified staff, in their first language.
3. Balanced enrollment of Males and females.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Eco. Dis. population under performs our Non-Eco. Dis. **Root Cause:** This population starts school performing below grade level and having to make more than one year's growth to catch up. Structures and programs to support learners outside of the school day such as after school and during breaks are not in place.

Problem Statement 2: Majority of students identified as At Risk is due to reading difficulties as identified by screeners. **Root Cause:** Students lack academic opportunities and experiences prior to enrollment in Kindergarten. In addition students are not making the greater than 1 year gain to close the gap.

Problem Statement 3: EL students failed to exit bilingual program at an increased rate from prior year (3rd to 4th). **Root Cause:** Inconsistent processes for planning quality bilingual instruction. Lack of bilingual instructional resources to support initiatives. Lack of bilingual teachers.

Student Achievement

Student Achievement Summary

Lost Pines Elementary did not meet standard for the 2018-19 school year and received a State score of a 59 (F); 1 point from a D. Due to COVID Closure, we will have to carry the F-rating into the next year.

Overall score--59

- Domain I--Student Achievement Score--58
- Domain II--School Progress Score--60
 - Part A--academic growth--56 (Improvement Required)
 - Part B--relative performance 60
- Domain III--Closing the Gaps--50

Passing percentages

- * All subjects: 61% approaches, 28% meets, 12% masters
- * Reading: 61% approaches, 25% meets, 11% masters
- *Math: 68% approaches, 38% meets, 20% masters
- *Writing: 46% approaches, 14% meets, 2% masters

Student Achievement Strengths

1. Small group instruction
2. Increase in instructional practices
3. Tutoring opportunities during the school day

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Sped students continue to be our lowest performing subpop. **Root Cause:** Sped students are working significantly below grade level. Alignment between modified curriculum and instruction and STAAR aligned content needs improvement.

Problem Statement 2: Fluid interventions provided based on individual need **Root Cause:** Teachers understanding how to use data to consistently adjust groupings as well as having adequate time for necessary preparation for groupings.

Problem Statement 3: Number of students qualifying for Tier II and Tier III interventions indicating problematic Tier I instruction. **Root Cause:** Teachers understanding the process of RtI and providing instruction/intervention to address the needs of learners, providing for mastery levels to be achieved. In addition, Campus Climate Survey indicates teachers believe RTI paperwork is hard to understand and complete.

Problem Statement 4: 3rd grade Math and 4th grade Reading are the two focus areas, based on STAAR **Root Cause:** Amount of students not at grade level, requiring frequent intervention; 4th grade went self-contained although Math was a strength for this team. We moved to "blocking for 4th grade" this year.

School Culture and Climate

School Culture and Climate Summary

Lost Pines Elementary promotes a positive and safe school culture and climate. The theme for the 2019-20 school year is:

This year's theme: "Don't just fly, SOAR".

The following beliefs guide the work at LPE:

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

Looking at the data as a whole indicates that there is a positive supportive environment for stakeholders on our campus. Students and staff feel supported by each other and have positive relationships. Data reveals that as a campus, we will continue focusing on the consistency of the implementation of expectations and procedures.

School Culture and Climate Strengths

Lost Pines Elementary has several systems in place that help sustain a positive school culture and a climate of high expectations for students, staff and all of our stakeholders.

- Implementation of campus PBIS expectations and practices such as: Students have the opportunity to brag tags for displaying strong work ethic and other positive attitudes, use of positive reinforcement, implementation of a balanced system of
- Implementation of SEL for 2020-21 school year.
- Behavior RTI program in place with the support of 2 full-time paraprofessionals to provide support for our students and their behavior needs.

- Committees comprised of teachers with vertical representation for Behavior and Safety.
- Administration and counselor are visible and have an open-door policy for students, staff, and parents, which creates a positive school climate for all stakeholders.
- Classroom guidance lessons presented to all students by the counselor and nurse.
- Campus crisis team is established and in place
- Campus assigned police officers by the district maintain a safe and orderly environment for students, staff, parents and entire community.
- Sunshine Committee to plan team building opportunities and tangible motivators for staff such as snacks, treats, or meals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers would like more input in a variety of decisions made on the campus. **Root Cause:** Climate Survey results

Problem Statement 2: Consistent follow-through, and consistent walk-throughs will strengthen a safe and orderly environment for students and staff. **Root Cause:** Indicated by the Climate survey

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bastrop ISD is conveniently located 25 miles west of Austin, TX and Lost Pines is located 6.8 miles Northeast from town. The district is within distance of various regional universities and colleges as well as to a flagship university to recruit well-trained teachers. TEA (2014) recorded years of experience for the professional teaching staff in Bastrop ISD.

There are approximately 1/3 new staff to LPE for 2019-20.

7 classroom teachers are 1st year teachers, either university certified or ACP trained.

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

Staff Quality, Recruitment, and Retention Strengths

The strengths are listed below:

1. The district has made concerted efforts to provide relevant and on-going professional development for staff members across grade levels and content areas to support high quality teaching. Some of the most notable trainings offered in summer training include The Heart of Texas Writing Institute, ESL Academy, Sheltered Instruction, Technology Integration, Big 8 Instructional Model.
2. The district has approved a stipends for any teacher who occupies a dual language classroom in an effort to attract educators to this high demand field. Secondly, the district offers a stipend for educators certified in ESL instruction.
3. The district has an established partnership with the Bastrop Education Foundation which offers grants for innovative teaching.
4. The district attends multiple job fairs at Tier 1 universities as well offering an internal job fair.
5. The district has made great strides in promoting from within to fill administrative vacancies.
6. The district provides mentors to first year teachers as well as in some cases new to BISD teachers. A handbook and training was developed and being implemented for the current school year.
7. Specific to LPE, Campus Climate Survey remains strong.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retention of teachers due to location with teachers/staff who commute. **Root Cause:** Teachers who commute from Austin and other neighboring cities, continue to seek employment in the cities they live to avoid the cost of the commute. With LPE being located even further from town, candidates choose to not seek employment due to the further commute.

Problem Statement 2: Retention and growth of bilingual teachers. **Root Cause:** The district has increased the Bilingual stipend, but we still are not receiving applicants at LPE.

Problem Statement 3: We have expected growth for 2020-21, requiring additional staffing. With staff leaving due to commute, etc, we are needing to hire approximately 19 new staff members and don't have enough applicants. **Root Cause:** Our location of the school is the farthest from larger cities and we are F-rated campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

BISD has committed to planning and preparation through the use of Professional Learning Communities (PLCs) at every campus. Therefore, at Lost Pines Elementary teachers continue to analyze data, plan and prepare lessons during a scheduled time during the school day including PLCs and team planning time. Teachers plan lessons primarily using the TEKS Resource System and state adopted resources as well as the district's curriculum intranet website. Teachers use PLC protocols to plan which include key concepts, state standards, key assessment areas, key vocabulary, and essential questions. Teachers use the planning time to determine the best approach to accomplish robust lesson plans using the district's lesson plan template which was implemented at LPE August 2016. The lesson plan template continues to help strengthen instruction by requiring teachers to plan for things like high yield strategies, differentiation, TEKS misconceptions, etc. The lesson plans are uploaded in the master curriculum folders for all team members to access. At PLCs, progress of various local and state assessments are charted using the eduphoria data analysis system (AWARE). Teachers and campus leaders disaggregate data using various methods of progress monitoring. The results are used to determine intervention needs in TIER 1 and TIER 2 instruction. Individual student needs are addressed using this data.

Assessment on BISD campuses is guided by PLCs as well. Therefore, at Lost Pines Elementary, we use PLCs to create common assessments based on the unit of instruction and use the data to adjust instruction and check progress. In addition, the district deploys two district target exams—one in the fall and one in the spring. The fall exam covers material and standards that have already been taught. Once the data is disaggregated campus leadership teams adjust instruction and create additional interventions. The spring exam is a benchmark that assess student performance on a released state exam. The results are used to identify individual student intervention needs that are targeted to weak objective performance. K-2 staff focus on TPRI/Tejas Lee results, district assessments, and TELPAS for data disaggregation, Grades 3-4 staff focus on STAAR data, iStation, think through math, TELPAS, common assessments and district assessments. As a district (and therefore as a campus) there is a greater emphasis for more frequent Common Assessments and Unit Assessments utilized as checkpoints and allowing more consistent opportunities to close gaps and clarify misconceptions.

BISD focuses on the use of best practices, identified areas of weakness, and identification of root causes in poor achievement to develop and refine the written curriculum, taught curriculum and assessed curriculum. Therefore, at Lost Pines Elementary all decisions are data driven from campus walkthroughs, local assessment and state assessments. Teachers will complete Data Protocol Planning to analyze State Assessments and plan for each semester. As much as possible, we embed professional development to provide the basis for monitoring progress on student achievement at the district and campus level.

Curriculum, Instruction, and Assessment Strengths

Instruction-

- Dedicated teachers and staff
- Campus-based Instructional Coaches (2 will be utilized and will support different content area)
- Weekly PLCs: grade level, sped, bilingual (monthly)
- Professional growth mindset: reflective teaching, peer observations
- Continued use of district lesson plan template - focusing on goals and misconceptions
- RtI Lead Teacher/Interventionist to implement the RtI model and monitor Tier 2 and 3 student

Curriculum resources -

- Access to leveled books in the literacy lab
- STAAR resource materials: Mentoring Minds, Fast Focus, Countdown to STAAR

- Reading subscriptions to address Expository text and integrate Social Studies.

Assessments -

- More robust plan for Unit and Common Assessments
- all AT's within district are common
- tests are vetted and input is valued
- analyzing data to pinpoint specific students' needs
- vertical alignment for strengths and weaknesses on 3rd and 4th grade ATs

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: More consistent campus assessments with spiraled content to monitor progress/growth and More in-depth istation training to maximize it's benefits for student learning. **Root Cause:** Time and knowledge to produce quality assessments.

Problem Statement 2: Administer assessments with fidelity and provide guided reading/math based on data. **Root Cause:** High volume of new teachers.

Problem Statement 3: Continue to seek outside training from Region 13 and Lead4ward

Problem Statement 4: Text and Resources, such as Lexia, needed in Spanish as well as better translations of materials (from campus or district)

Parent and Community Engagement

Parent and Community Engagement Summary

While we recognize that there are some strengths in the area of parental involvement, we acknowledge that this continues to be an area of growth for our campus. We have been very pleased with the continued increase in parent/family participation at campus events. We need to continue to gain more family and community involvement on our campus by asking stakeholders what the school can do to increase the involvement. We will examine our methods for communicating our needs.

LPE continues to combine performances with academic events to increase family participation. Also, LPE has implemented the use of Facebook and now Twitter to communicate with families and other stakeholders.

Our Spring Bookclub continues to draw in the most involvement with volunteers.

Parent and Community Engagement Strengths

The following are identified strengths:

- Growth in PTA Board representation
- Performances by all grade levels
- Combining events to increase participation
- Fall Fest/Math Event
- Breakfast with Santa/Literacy Event
- Campus events such as Pastries with Parents, Grandparents Luncheon, Veterans Day Program, Earth Day Program
- Career Fair
- Book Club
- Angel tree, holiday meals, BHS football Stockings
- Vaccinations and Vision Van
- Partnerships with Bluebonnet Trails and Family Connections

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Equitable communication in both English and Spanish **Root Cause:** Hard to find interpreters and/or time for translations of documents/info.

Problem Statement 2: Create more opportunities for community members to serve on campus such as "Community Leaders and Readers" **Root Cause:** Location can be problematic for community accessing during working hours. COVID affecting recruitment of involvement.

Problem Statement 3 (Prioritized): Increase parental response to a variety of context as needed **Root Cause:** Not sure if they aren't able to access the information in various formats or don't see the value.

School Context and Organization

School Context and Organization Summary

Parents, teacher, and students at Lost Pines Elementary (LPE) take pride in their school and the school's reputation of success. LPE has a reputation in Bastrop as being a school that cares about their students and teachers. Through our many programs at LPE, staff address the needs of the whole child. The staff at LPE balance the academic need of students with social-emotional needs. Interventions are provided for both academic and social-emotional needs. Teachers participate in PLC meetings and team planning meetings to help meet the needs of their students. Teachers collaborate with Instructional Coaches, Intervention staff, the Counselor, and district support staff to plan for the success of all of their students. Teachers participate on committees that help make decisions for campus activities and instruction. Safety procedures are closely monitored in collaboration with the BISD police department. At LPE, the Positive Behavior Interventions and support system is in place to provide expectations and procedures campus-wide.

For the 2019-20 school year, LPE will utilize the district's master scheduling template to develop a master schedule to maximize instructional time for each core subject, and include PLC and Team Planning time. All grade-level classes, except 4th grade will utilize a self-contained model.

Admin. Team consists of: 1 Principal, 1 AP and 1 additional AP for this school-year to help with duties

Leadership Team consists of: 1 Principal, 2 APs, 1 Counselor, 2 Instructional Coaches

Sped Team: 3 Resource/Inclusion Teachers, 1 Life Skills Teacher, 1 Dyslexia Teacher, .5 Bilingual Dyslexia, 2 Life Skills Paras, 2 behavior paras

RtI Team: 2 Teachers, 2 paras

School Context and Organization Strengths

Lost Pines Elementary has many strengths. The most notable ones in the area of School Context and Organization are as follows:

1. Teachers attend weekly PLC and team planning meetings to plan for instruction from data.
2. Teachers incorporate Sheltered Instruction and ELPS in order to develop language acquisition in our ELL students.
3. RtI is being utilized to incorporate research-based interventions
4. PBIS system is utilized to create school-wide procedures and expectations.
5. Safety drills are performed frequently and efficiently.
6. A master schedule is developed to maximize instructional time for all students. Intervention and special programs base their schedules off of the master schedule to ensure students receive the maximum amount of tier 1 instruction with the least amount of interruptions.
7. The counselor meets with classes, small groups, and individual students to provide counseling lessons.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The need for counseling is greater than the staff (counselor) to provide adequate services to all students in need. **Root Cause:** A large percentage of students at LPE are affected by trauma.

Problem Statement 2: RtI systems need to be clearly established and understood by teachers., and consist of a committee team. **Root Cause:** With District guidance, we need clearer expectations for RtI meetings and timeframes. These should not be campus-based but consistent across the elementary campuses.

Problem Statement 3: Continued need to align curriculum and standards with resources and needs as indicated by campus data. **Root Cause:** Design structures and expectations to have this happen consistently.

Technology

Technology Summary

Lost Pines Elementary (LPE) is part of a Google App school district. All staff have access to the google apps.

The Technology Department at Bastrop ISD strives to provide innovative solutions to promote student achievement. The infrastructure with BISD is bolstered with wireless network and bandwidth upgrades, and we continue to update, refresh, and increase our device to user ratio to allow for more access during and outside of the school day. These efforts provide a strong foundation as we move forward with a focus on digital learning and preparing our students with the knowledge and skills needed to be future ready.

At LPE, students attend Computer Class once every five days where technology TEKS are taught. Our students continue to improve on the 4th grade Tech Apps. test.

Technology Strengths

Lost Pines Elementary has many strengths. The most notable ones in the area of technology are as follows:

1. Each teacher has approximately 6 or 7 devices and a monitor in the classroom for technology integration.
2. Each teacher has an ipad for teacher and student use.
3. Students attend a weekly computer class to learn how to use various programs and Google Apps, as well as learn/mastery Technology TEKS.
4. Digital Learning Specialist is on campus weekly to assist teachers with technology integration.
5. Teachers and students have access to two integration labs, with 25 computers each, to use for intervention, research, or lesson integration.
6. Digital access to textbooks are available for students for use at home, including access to Spanish versions of the textbook.

Problem Statements Identifying Technology Needs

Problem Statement 1: Device to student ratio needs to continue to increase. We are trying to achieve at a minimum, a 2:1 ratio. **Root Cause:** costly

Problem Statement 2: Campus Climate Survey indicates LPE teachers needing more PD in regards to technology, especially when new devices or resources are made available. **Root Cause:** Willing staff, but need training to provide knowledge and confidence for instruction.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results

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
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

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

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

Summative Evaluation: None

Strategy 1: Implement and annually review a comprehensive safety plan that includes safety training for students, faculty, and staff. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Measured by: Calendar of drills and meetings Staff Responsible for Monitoring: District and Campus Safety Teams	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increased collaboration with local law enforcement agencies in campus-based emergency response training. Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment. Staff Responsible for Monitoring: District and Campus Safety Teams	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide guidance on recognizing harmful, threatening, or violent behavior or situations that may pose a threat. Strategy's Expected Result/Impact: Safe environment and trained staff. Staff Responsible for Monitoring: PBIS Committee and Admin.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				 0%

Strategy 4: Provide COVID related operational materials . Strategy's Expected Result/Impact: response that is timely so that the safety and security of staff and students is supported. Staff Responsible for Monitoring: Admin, Counselor, PBIS Committee	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

Performance Objective 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 safe and orderly learning environment with standardized procedures for referral data entry and analysis.</p> <p>Strategy's Expected Result/Impact: Consistency with investigation practices and coding and calibration of teachers input of referral information.</p> <p>Staff Responsible for Monitoring: Campus Admin and Classroom Teachers.</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Ongoing classroom management training and support.</p> <p>Strategy's Expected Result/Impact: Campus-wide training and implementation to reduce out of classroom time and disruptions.</p> <p>Measured by: quantity of office referrals, meeting dates</p> <p>Staff Responsible for Monitoring: PBIS Team and Campus Admin</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Standardized procedures for referral data entry and analysis.</p> <p>Strategy's Expected Result/Impact: Campuses will be standardized on procedures and operations, so there aren't subjective errors.</p> <p>Staff Responsible for Monitoring: PBIS and Campus Team.</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By June 2021, BISD will reduce out of classroom (in-school suspension, out of school suspension, and DAEP) 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 with the use of SafeSchools trainings.</p> <p>Strategy's Expected Result/Impact: Staff are prepared to recognize and report mistreatment of children, appropriately and timely.</p> <p>Staff Responsible for Monitoring: Campus Admin</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Continuing education for staff on how grief and trauma affects student learning and behaviors with training, such as Trauma-Informed Training.</p> <p>Strategy's Expected Result/Impact: Staff will be able to support a student through trauma, so their learning and behavior is supported, so students continue to feel safe and make progress.</p> <p>Staff Responsible for Monitoring: Campus Admin.</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Provide ongoing SEL lessons and establish common campus expectations through an active PBIS Committee, in order to support for all students. Referral data will be reviewed with staff and PBIS Committee.</p> <p>Strategy's Expected Result/Impact: Students feel supported and safe in the classroom and on campus.</p> <p>Staff Responsible for Monitoring: PBIS Team and Admin.</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By June 2021, Prekinder to 2nd grade students will increase their reading and math levels as follows:

PK Math (90% to 93%) / PK RD (52% to 57%)

K Math (56% to 61%) / K RD (79% to 84%)

1st Math (45% to 50%) / 1st (59% to 64%)

2nd Math (45% to 50%) / 2nd RD (64% to 69%)

Evaluation Data Sources: Benchmark Assessment System (BAS), Istation

Summative Evaluation: None

<p>Strategy 1: Consider the teacher survey data and needs regarding early childhood and provide instructional materials, if they are needed but lacking.</p> <p>Strategy's Expected Result/Impact: Teachers will have the knowledge to use the quality resources for Tier I instruction in weekly planning and/or PLCs. Professional Development opportunities will be provided to continue to build capacity of Teachers.</p> <p>Staff Responsible for Monitoring: Campus Admin, Instructional Coaches, Classroom Teachers, District C&I staff</p> <p>Funding Sources: texts, instructional materials, technology, subscriptions - 211 - Title I, Part A - \$200</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Monitor campus ICs in effective classroom coaching cycles to develop and support planning and practices and implementation in balanced literacy, including small group instruction and systematic phonics program.</p> <p>Strategy's Expected Result/Impact: Teachers will be supported and coached by ICs in balanced literacy and Tier I Instruction through planning and classroom visits. Growth of students reading levels will be ongoing using various data.</p> <p>Staff Responsible for Monitoring: Campus Admin, ICs, District C&I specialists</p> <p>Funding Sources: ICs, Instructional Materials - 211 - Title I, Part A - \$72,823.87</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 3: Provide Instructional staff to help support the diverse needs of students in their academic progress (Ex: RtI, Intervention time, behaviors, etc).</p> <p>Strategy's Expected Result/Impact: Students will be supported in specialized ways, based on data, to make progress, in addition to their Tier I instruction.</p> <p>Staff Responsible for Monitoring: Admin, ICs, Classroom Teachers, Instructional Support Staff</p> <p>Funding Sources: Staff - 211 - Title I, Part A - \$141,638.85, Staff and instructional materials - 199-024 - State Compensatory Education - \$236,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By June 2021, we will increase STAAR Growth measures as follows :

Special Education Meets Student Performance :

-Reading (50% to 55 %) & Math (70% to 75%)

English Learner Meets Student Performance:

-Reading (65% to 68%) & Math (59% to 63%)

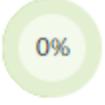
Economically Disadvantaged:

-Reading (57% to 62%) & Math (62% to 65%)

Evaluation Data Sources: 2021 STAAR results, Campus and District assessments.

Summative Evaluation: None

<p>Strategy 1: Students will be supported in a Co-Teach model when appropriate and all staff will be ESL certified with effective practice of the district's EL program philosophy of Early Exit.</p> <p>Strategy's Expected Result/Impact: Improved progress by SPED and EL students on campus, district, and state assessments.</p> <p>Measured by: observation, documented use of BIG 8 Strategies, increased language proficiency</p> <p>Staff Responsible for Monitoring: Director of SPED, SPED Coordinators, Director of Biling and EL Programs, District Instruct. Specialists, Campus Leadership, Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Train, support, and monitor quality instruction, including use of BIG 8 Strategies, along with providing interventions and supports to close the COVID-slide.</p> <p>Strategy's Expected Result/Impact: quality instruction to support all learners, including those with academic gaps.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Classroom Teachers</p> <p>Funding Sources: Technology - 199-025 - Bilingual/ESL - \$7,570</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 3: All teachers will be ESL or bilingual certified, so they can teach and support EL students in the district's early exit model.</p> <p>Strategy's Expected Result/Impact: provide strategies to support all EL learners.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Classroom Teachers</p>	Reviews						
	Formative			Summative			
	Oct	Jan	Mar	June			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

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

Performance Objective 3: By June 2021, we will increase the overall STAAR Student Growth measures as follows:

Reading (56% to 60%)

Math (63% to 67%)

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: None

<p>Strategy 1: Provide support with implementation and monitoring of Balanced Literacy and Guided Math, while building capacity with PLC Leads and IC supporting teachers.</p> <p>Strategy's Expected Result/Impact: improved quality instruction and academic growth of students.</p> <p>Staff Responsible for Monitoring: District Campus Admin ICs Classroom Teachers</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

Performance Objective 4: By June 2021, we will monitor overall campus attendance, per grading period.

Evaluation Data Sources: campus attendance

Summative Evaluation: None

Strategy 1: Monitor and implement attendance procedures to increase attendance rates. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Counselor Admin	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: Will provided instructional materials, supplies and support, for quality instruction, such as math manipulatives, intervention materials, scanner for data analysis, tutors, devices, instructional licenses, texts, etc.

Evaluation Data Sources: POs, Teachers having what they feel is needed to provide instruction

Summative Evaluation: None

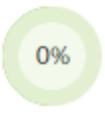
Strategy 1: Purchase materials to provide quality instruction, such as math manipulatives, intervention materials, scanner for data analysis, devices, texts, etc. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 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: Develop campus leaders by transforming Team Leaders into PLC Leaders. We will meet with them, allow them to walk their team classrooms for fidelity checks of Tier I Instruction, and delegate tasks for them to lead. Growing people to build capacity.

Evaluation Data Sources: TIP meeting agendas, sign in sheets, PLC Lead Stipends

Summative Evaluation: None

Strategy 1: PLC Lead Stipends Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: stipends - 211 - Title I, Part A - \$7,500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

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

Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas, newsletters and flyers.

Summative Evaluation: None

<p>Strategy 1: Communicate with parents and community members through various formats and return calls or emails with 24 hours or sooner (resources to support communication: paper, folders)</p> <p>Strategy's Expected Result/Impact: We will communicate through monthly newsletters in both languages, Use of Social media (ex: Twitter, Facebook), campus/teacher webpages, instructional apps (ex: SeeSaw, Remind)</p> <p>Parents and Community will be informed in a timely way.</p> <p>Staff Responsible for Monitoring: Director of Communications, Campus Leadership, Staff</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Campus/District parent engagement activity sign-ins, agendas, newsletters and flyers.

Summative Evaluation: None

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: 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.