Bastrop Independent School District

Mina Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mina Elementary is a neighborhood Pre-Kindergarten-4th grade Title I campus in Bastrop ISD. Student enrollment at Mina Elementary has continued to steadily grow and we are currently serving 640 students. Attendance 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
Total Students-	513	592	562	616	613
Boy	50.97%	53%	49.84%	49.84%	49.27
Girl	49.035	47%	50.16%	50.16%	50.73
African American	10.5%	11.2%	8.10%	10.23%	8.16%
Asian	1.9%	.7%	1.84%	2.44%	1.79%
Hispanic	34.5%	35%	39.23%	39.12%	38.17%
Two or more Races	5%	3%	3.13%	2.41%	4.40%
Hawaiian/Pac Island	0%	0%	0%	0%	0%
White	47%	47.5%	47.70%	44.64%	47.31%
American Indian/Alaskan	.39%	0%	0%	.16%	.16%
Economically Disadvantage	56.4%	51.2%	45.30%	49.19%	56.28%
English Language Learners	5.8%	6.1%	4.97%	4.71%	3.59%
Gifted & Talented	4.8%	6.25%	5.16%	5.68%	6.36%
At Risk	43.97%	51%	55.43%	41.40%	41.60%
Dyslexia			3.13%	5.68%	4.40%
Special Education	8.95%	11.87%	11.05%	12.34%	12.23%

�封

Mobility-19.6%

Demographics Strengths

1. A diverse student population enhances the educational experiences of all students, as students bring a more diverse cultural background and set of experiences.

2. Mina has a very active Parent Teacher Organization 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.

6. 47% of Mina teachers have 11+ years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 1. Mina's attendance rate has decreased over the past 3 years.

Student Achievement

Student Achievement Summary

Mina Elementary met standard for the 2017-2018 school year.

Overall Scaled Score-76

Domain 1 Student Achievement-78

Domain 2 School Progress-80

Part A-Academic Growth-58

Part B- Relative Performance-80

Domain 3-Closing the Gaps-67

STAAR Data	Approaches	Meets	Masters	Performance Level
3rd Reading 2018	84%	49%	31%	55%
3rd Reading 2017	81%	54%	40%	58%
STATE 2018	76%	42%	24%	
4th Reading 2018	78%	49%	24%	50%
4th Reading 2017	66%	42%	22%	43%
STATE 2018	72%	45%	24%	
3rd Math 2018	84%	59%	31%	58%
3rd Math 2017	84%	54%	24%	54%
STATE 2018	77%	46%	23%	
4th Math 2018	80%	52%	26%	53%
4th Math 2017	71%	43%	22%	45%
STATE 2018	78%	47%	26%	
4th Writing 2018	61%	35%	11%	36%
4th Writing 2017	60%	33%	11%	35%

STATE 2018	61%	38%	10%	

Met Standard Combined STAAR Data By Group

Combined Data	State	All	AA	His	White	SPED	Eco Dis	ELL
Reading		85%	69%	88%	88%	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									
	2016-2017					2017-2018			
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%	8%
Kinder	8%	28%	39%	31%		2%	13%	42%	40%	58%
First	1%	15%	27%	26%		0%	5%	11%	11%	89%
Second	14%	37%	61%	47%		11%	27%	48%	37%	52%

One Years Growth in Reading

	Kinder	First	Second	Third	Fourth
Level D-45%		93%	85%	86%	82%
Level C-62%					

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%

TELPAS

Composite Rating	Number of students
Beginning	7
Intermediate	6
Advanced	5
Advanced High	10

Student Achievement Strengths

1. Mina Elementary "Met Standard" on the 2018 Accountability Ratings for each index.

2. A Distinction Designation was earned in Post Secondary Readiness

3. 4th grade math and reading increased in all performance levels.

4. 82% of students made one years growth in reading.

5. Sub populations of Hispanic, Special Education, Economically Disadvantaged and ELL student groups had increases in overall student performance.

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 58.

Problem Statement 2: 18% of Mina students did not have one year's growth in reading.

Problem Statement 3: Students receiving special education services performed at 34%, performing significantly below their non-disabled peers.

Problem Statement 4: Economically Disadvantaged students performed at 63%.

Problem Statement 5: ELL students performed at 60%.

Problem Statement 6: African American students performed at 59%.

Problem Statement 7: 72% of Mina Students were reading on grade level at the end of the 2017-2018 school year.

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 98% of parents believe a positive learning environment has been established.

According to a Mina student survey, 93% of 3rd and 4th graders feel safe at school and 85% have fun while learning.

According to a Mina staff survey, 100% 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. Implementation of Kindness Matters and Manners Matter initiatives
5. Monthly newsletter sent to parents in hard copy format and electronically
6. Morning announcements where Student Accolades are read
7. Four week attendance incentives
8. Crisis drills and procedures set in place
9. Mandatory Parent Conferences in October
10. Family Nights hosted throughout the school year(Art Walk, Math/Science Night, Literacy Night)
11. Musical Performances for each grade level throughout the year
12. Meet the Teacher Night before school year begins and Back to School Night after the start of the year
13. Utilization of School Messenger to communicate with families
14. CLUBS: PE Posse, Task Force, Art Club, Choir, Green Team
15. Decrease in discipline referrals from 2017 to 2018

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the Student Climate Survey, 46% of students feel like students are disrespectful to adults.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The strength of our staff lies in the fact that we hire teachers, and for the most part, they 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-4.3%

1-5 years of experience-22.3%%
6-10 years of experience-26.1%
11-20 years of experience-25.6%
Over 20 years of experience-21.6%

Staff Quality, Recruitment, and Retention Strengths

1. 100% Highly Qualified Teachers
2. High Staff Retention Rate
3. Acceptable teacher to student staff ratio
4. Positive Work Environment
5. High relational capacity between staff and administrators
6. Never a lack of applicants for available positions
7. 100% of certified staff is ESL certified
8. 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: 88% of teachers feel that instructional time is protected from disruption. **Root Cause**: Students are pulled our 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 Snapshot, the district clarification documents, the district YAGs, and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills/ including critical thinking and problem solving, communication skills, creativity, collaboration, and information/media literacy skills through unit Performance Assessments. Our grade level teams plan lessons during weekly Professional Learning Communities. They follow the district lesson plan model that includes lesson objectives, high yield instructional strategies, gradual release of responsibility (I do, We do, You do), and format and assessment components. Monthly data meetings take place in order to progress monitor the growth of all students.

Curriculum, Instruction, and Assessment Strengths

1. Professional Learning Communities-each grade level has one 2:00 PLC 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-completed second full year with average completion rates
6. RTI program serving at risk students
7. Tutoring results indicate that 65 students made approaching, 22 students meet and 9 students masters.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teacher perception data reveals that we do not have an adequate Math RTI program.

Problem Statement 2: PLC time is spent lesson planning rather than analyzing data and planning for re-teach/intervention.

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. 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. Mina also supports an active WATCH DOGS program where Dads and male mentors are involved in our schools. Volunteers are welcome on campus. Each year we invite community members to participate in our Career Day and Read Across America Week. According to the Mina Parent Climate Survey, 97% of parents feel they are well informed about activities and events taking place. Mina families' preferred method of communication is the automated phone/email and text Blackboard system.

Parent and Community Engagement Strengths

1. Meet the Teacher & Back to School Night
2. PTA
3. Watch Dogs
4. Fall Fest
5. 9 Weeks Awards Ceremonies
6. Mandatory Parent Conferences
7. Family Nights with student musical performances
8. Home/School Connection Newsletters
9. Grandparents Day
10. Muffins with Mom
11. Donuts with Dad
12. Talk Time Questions on Weekly Newsletters
13. School Messenger Communication
14. McTeacher Night
15. PALS
16. Career Day
17. One Timers Challenge
18. Art Walk
19. School Dance
20. Mentors
21. Dance Team performances at community events

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.

Problem Statement 2: 78% of parents agree that there are activities to help students learn about different colleges and careers.

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 and two of Bastrop's largest subdivisions, Hunters Crossing and Riverside Grove. The campus welcomed students back for the 18-19 school year with an initial enrollment of 642 students, up from last year's 619 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 high behavioral needs and 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. New to our school this year is the district PPCD program that includes general education CDC students.

Our staff consists of 2 administrators, 1 school counselor, 1 school LVN, 33 classroom teachers, 9 special education teachers, 7 support services teachers, 1 instructional coach, 4 interpreters, 2 communication facilitators, 11 educational assistants and 3 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 the school's 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 TLI funds and the campus technology fund over the past several years to get more student devices in the classrooms. Each classroom is equipped with a projector, document camera, external speakers, a listening station and five student devices. Teachers will develop a T-Tess instructional technology goal this year as a part of their annual goal setting. Many teachers have written grants over the past year that have added additional devices to their classroom.

81% of Mina families have a computer at home and 91% have internet access.

Technology Strengths

1. Integration Lab used daily
2. Laptop Cart used daily for grades K, 2, 3, and 4; 1st has 2 additional devices
3. Full time media specialist that supports the computer lab para-professional
4. Full Wireless Internet coverage
5. Highly responsive technology support
6. Instructional Technology Specialist on campus weekly
7. Campus TIG

Problem Statements Identifying Technology Needs

Problem Statement 1: 87% of Mina teachers feel they have received adequate training and support with technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: August 20, 2015

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

Performance Objective 1: Provide a student centered learning environment where all members are welcomed, supported and feel safe in school-socially, physically, emotionally and intellectually.
Increase attendance rate from 95% to 96%.
Decrease student discipline referrals from 62 to 50.

Evaluation Data Source(s) 1: School Climate Surveys from Parents and Students
Discipline Data Reports
PIEMS Attendance Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
Critical Success Factors CSF 6 2) Implement PBIS, Community Circles and Restorative Discipline. (1B)	Leader: Assistant Principal Others Involved: Principal Classroom Teachers District Behavior Specialist	Discipline Data Reports				
	Problem Statements: School Culture and Climate 1					

Critical Success Factors	Leader: Assistant Principal	Decrease in discipline referrals				
CSF 6						
3) Review discipline data at monthly faculty meetings and conduct 6 week PBIS meetings. (1C)	Others Involved: Principal Classroom Teachers District Behavior Specialist					
	Problem Statements: School Culture and Climate 1					
Critical Success Factors	Leader: Assistant Principal	Attendance Data Reports				
CSF 6						
4) Develop systems for student attendance improvement: 1. Attendance Recognition 2. Conduct bi-monthly attendance monitoring meetings 3. Communicate with parents in a timely manner 4. Utilize truancy officer to address chronic absences and tardies	Others Involved: Principal Attendance Clerk Classroom Teachers Attendance Committee					
5. Implement Truancy Prevention Measures	Problem Statements: Demographics 1					
Critical Success Factors	Leader: Principal	Student Surveys Rosters Sign-In Sheets				
CSF 6						
5) Encourage and grow student involvement in extra-curricular activities, to include, but not limited to: 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 (3C)	Others Involved: Assistant Principal Club Sponsors					
Critical Success Factors	Leader: Counselor	Kindness Matters Challenge on WAG 6-Weeks of Manners Matter Lesson Plans Collected Pledges Filed Bullying Reports				
CSF 6						
6) Implement Anti-Bullying program to include student/teacher/parent pledges and safe reporting procedures. (1C)	Others Involved: Principal Assistant Principal Classroom Teachers					
	Problem Statements: School Culture and Climate 1					

Critical Success Factors CSF 6 7) Provide counseling/mentoring through individual counseling, target groups, and lunch bunch. (1D)	Leader: Counselor Others Involved: Principal Classroom Teachers District Behavior Specialist	Counselor's Schedule & Documentation				
8) 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.(2D & 1C)	Leader: Assistant Principals Others Involved: CBS coaches and Principal	Decrease amount of time out of classrooms in order to maximize access to curriculum.				
	Funding Sources: 199-030 - SCE on Schoolwide - 9347.00					
9) Establish academic and behavior RTI committees and establish scheduled meeting time and dates. (2D & 1C)	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers RTI Lead Teacher District Support Specialist					
10) Implement Second Steps SEL curriculum. (1D)	Leader: Principal Others Involved: Assistant Principal Classroom Teachers	Decrease in discipline referrals Increase in positive school climate				
11) Create campus safety team, conduct monthly audits of school safety, and participate in scheduled monthly drills.(1A)	Leader: Principal Others Involved: Assistant Principal Safety Committee	Safe Schools				

✔ = Accomplished   ➡ = Continue/Modify   ◕ = Considerable   ◔ = Some Progress   ⚪ = No Progress   ✖ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 1. Mina's attendance rate has decreased over the past 3 years.

School Culture and Climate

Problem Statement 1: According to the Student Climate Survey, 46% of students feel like students are disrespectful to adults.

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

Performance Objective 2: Increase all STAAR Performance Levels in all subjects/grades.

Increase STAAR reading performance levels from
2018 Approaches 85% to 2019 Approaches 87%
2018 Meets 53% to 2019 Meets 60%
2018 Masters 28% to 2019 Masters 38%

Increase STAAR math performance levels from:
2018 Approaches 83% to 2019 Approaches 87%
2018 Meets 56% to 2019 Meets to 60%
2018 Masters 29 % to 2019 Masters to 35%

Increase 4th grade STAAR writing performance levels from
2018 Approaches 62% to 2019 Approaches 70%
2018 Meets 34% to 2019 Meets 40%
2018 Masters 9% to 2019 Masters 15%

Increase progress in math from 62% to 75%.
Increase progress in reading from 60% to 70%.

Increase the percentage of students making one years growth in reading to 90% in all grade levels.

Evaluation Data Source(s) 2: STAAR
Data Grids

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June

Critical Success Factors	Leader:	Aligned Lesson Delivery				
CSF 1 CSF 2	Instructional Coach					
		Lesson Plans				
1) Utilize TEKS resource system, district bitly curriculum, and all planning tools to plan a vertically aligned and viable curriculum. (2A)	Others Involved: Principal Assistant Principal District Language Arts Specialist	PLC Agendas				
Critical Success Factors CSF 1 CSF 2 2) PK-4th grade students will participate in Istation and teachers will use weekly reports to provide intervention.(2B)	Leader: Principal Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers Instructional Coach	Close Reading Gaps Overall reading performance Progress Monitoring Grids IStation Data Reports Student Data Folders				
Critical Success Factors CSF 1 3) Fluency instruction will be implemented and students will participate in differentiated fluency activities in class and as a part of nightly homework.(2B)	Leader: Principal Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers	Overall Reading Performance Progress Monitoring Grids Student Data Folders Grade-book				
Critical Success Factors CSF 1 4) Guided Reading instruction will be implemented daily, with minimum running record requirements and documentation.(2B)	Leader: Instructional Coach Others Involved: Principal Assistant Principal	Student Reading Growth Guided Reading Lesson Plans Data Grids				
Critical Success Factors CSF 1 CSF 4 5) Accelerated Reader will be implemented as a independent reading motivational program for grades 1-4.(2B)	Leader: Principal Others Involved: Library Media Specialist Assistant Principal Instructional Coach Classroom Teachers	Overall Reading Growth Weekly AR Reports Progress Monitoring Grids				
	Funding Sources: 211 - Title I, Part A - 3605.00					

	Leader: Principal	Close Math Gaps Student Achievement in Math				
Critical Success Factors CSF 1 6) A balanced math curriculum will be delivered to include explicit direct instruction, math workstations, and small group instruction/intervention/enrichment.	Others Involved: Assistant Principal Classroom Teachers Instructional Coach	Lesson Plans PLC Agendas				
Critical Success Factors CSF 1 7) Implement Formative Loop math fact development to ensure acquisition, development and retention of foundational math skills in grade 1-4.	Leader: Principal Others Involved: Assistant Principal RTI Lead Teacher Classroom Teachers Instructional Coach	Close Math Gaps Formative Loop Weekly Reports				
Funding Sources: 211 - Title I, Part A - 2590.00						
Critical Success Factors CSF 1 8) Deliver explicit phonics instruction with fidelity by using Saxon Phonics and Heggerty Phonemic Awareness for K-2. (2B)	Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers	Overall Reading Growth TPRI Data BAS Guided Reading Levels				
Funding Sources: 211 - Title I, Part A - 400.00						
Critical Success Factors CSF 1 9) Students will set individual learning goals through the use of student data sheets. Goals and progress will be communicated with parents each nine weeks.	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Student Data Folders				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 2 10) Collect formal and informal assessment data to determine if students are responding adequately to instruction and collaborate to interpret data and make instructional decisions.(2B)	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Data Meetings Data Walls Progress Monitoring Grids				

Critical Success Factors CSF 1 CSF 2 11) Utilize PLC's for data informed lesson planning to include analyzing student performance data, writing Three Part Objectives(TPO's), reviewing assessments, creating unit HOT questions and incorporating writing across the curriculum.(2A)	Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers	Aligned lesson plans				
	Funding Sources: 211 - Title I, Part A - 327.80					
Critical Success Factors CSF 1 12) Ensure the consistency and fidelity of hands on science labs in all grade levels.	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers District Science Specialist	Lesson Plans Science Academic Targets				
	Funding Sources: 211 - Title I, Part A - 1000.00					
13) Teachers will explicitly teach science vocabulary utilizing science vocabulary cards that include picture to be placed on visual word walls.	Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers					
	Funding Sources: 211 - Title I, Part A - 1218.00					
14) Create grade level campus based common assessments for 2nd-4th grade reading and math. (2A)	Leader: Instructional Coach Others Involved: Principal Assistant Principal Classroom Teachers	Student Achievement				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
15) Consistently deliver BISD Big 8 instructional model. (2A)	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Lesson Plans				

Critical Success Factors CSF 1 CSF 4 16) Social Studies content will be cross curricular and delivered through literacy instruction/read alouds.	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers					
	Funding Sources: 211 - Title I, Part A - 830.00					
Critical Success Factors CSF 1 17) Implement foundational reading instruction to include; phonics, fluency, phonemic awareness, comprehension and vocabulary. Resources: Learning A to Z (2B)	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Reading Growth				
	Funding Sources: 211 - Title I, Part A - 700.00					
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Teacher perception data reveals that we do not have an adequate Math RTI program.

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

Performance Objective 3: Expand innovative teaching and digital learning practices among students and staff.
100% of classroom teachers will integrate instructional technology.

Evaluation Data Source(s) 3: Teacher T-Tess Technology Goal Reflection Sheet and Student Surveys

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 7 1) 100% of teachers will develop an instructional technology goal for an annual T-TESS goal.	Leader: Principal Others Involved: Assistant Principal TIG District Technology Specialist	T-Tess Goal Reflection Sheet Meeting Calendars				
	Problem Statements: Technology 1					
Critical Success Factors CSF 4 2) Library Media Specialist will support computer lab teacher and classroom teachers in integrating Technology TEKS across the curriculum.	Leader: Library Media Specialist Others Involved: Principal Library Media Specialist Computer Lab Manager Classroom Teachers District Technology Specialist	Lesson Plans Library Schedule Meeting Agendas				
3) Utilize Discovery Education and Brain Pop to support integrated curriculum and cross curricular instruction.	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◖ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: 87% of Mina teachers feel they have received adequate training and support with technology.

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

Performance Objective 4: Implement high quality support services that address the needs of all identified special student groups.

Evaluation Data Source(s) 4: The performance of identified populations will increase on STAAR as follows:
African American student group performance will increase from the Spring 2018 performance of 59% to at least 70%.

Economically disadvantaged student group performance will increase from the Spring 2018 performance of 71% to 75%.

Special Education student group performance will increase from the Spring 2018 performance of 34% to at least 50%.

ELL student group performance will increase from the Spring 2018 performance of 60% to at least 70%.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 4 1) Improve fidelity with implementation of System 44 through monitoring, teacher feedback, and implementing coaching/support.(2C)	Leader:Principal Others Involved: Assistant Principal Special Education Teachers Special Education Instructional Specialist	STAAR Data Progress Monitoring Grids System 44 Monitoring Reports				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 4 2) Deliver comprehensive Response to Intervention to students who are academically struggling and conduct weekly RTI progress monitoring meetings. (2D)	Leader: RTI Lead Teacher Others Involved: Principal Assistant Principal Instructional Coach	STAAR Data RTI Notes Progress Monitoring Grid				
	Funding Sources: 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 69316.00					

Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 3) Monitor progress of students receiving special education services through monitoring meetings.(2C)	Leader: Assistant Principal Others Involved: Principal Special Education Teachers Special Education Instructional Specialist	STAAR Data Progress Monitor Grids				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 4 4) Provide tutoring opportunities for students based on current student data.(2C & 2D)	Leader:Principal Others Involved: Assistant Principal Instructional Coach Tutors	STAAR Data BAS Data				
	Funding Sources: 211 - Title I, Part A - 495.00					
5) Incorporate monthly data point checks in order to monitor the progress of all student groups.(2C & 2D)	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Data Wall Progress Monitoring Grids Intervention Lesson Plans				
6) Implement a dedicated intervention/enrichment time daily for each grade level, where targeted instruction is delivered based on common assessment data. A majority of pull-outs will take place during this dedicated time. (2D)	Leader: Principal Other Involved: Assistant Principal Instructional Coach Teachers RTI Lead Teacher SPED Teachers Dyslexia Teacher	BAS STAAR TPRI Common Assessments District Assessments				
	Problem Statements: Student Achievement 3, 4, 5, 6 - Staff Quality, Recruitment, and Retention 1					
Critical Success Factors CSF 1 CSF 2 7) Utilize and monitor district provided math and reading screeners to identify students and plan for intervention. (2D)	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers RTI Lead Teacher					
✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: Students receiving special education services performed at 34%, performing significantly below their non-disabled peers.
Problem Statement 4: Economically Disadvantaged students performed at 63%.
Problem Statement 5: ELL students performed at 60%.
Problem Statement 6: African American students performed at 59%.
Staff Quality, Recruitment, and Retention
Problem Statement 1: 88% of teachers feel that instructional time is protected from disruption. **Root Cause 1**: Students are pulled our for services such as, RTI, Resource and Dyslexia.

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

Performance Objective 1: Provide parents with two-way communication and opportunities to acquire necessary information, knowledge and skills to support their child's education at school and at home.

Evaluation Data Source(s) 1: Parent Survey Results
Parent Conference Recording Sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Communicate with parents through weekly classroom newsletters, weekly school messenger updates, monthly school newsletter through email and hard copy, and frequent phone school messenger updates.(3A)	Leader:Principal Others Involved: Assistant Principal School Secretary Classroom Teachers School Secretary	School Messenger Reports Newsletters				
Funding Sources: 211 - Title I, Part A - 0.00						
Critical Success Factors CSF 5 2) Conduct Kindergarten Round-up to enroll and assess upcoming students.(3A)	Leader:Principal Others Involved: Assistant Principal Kindergarten Teachers	Sign-In Sheets Kinder Round-up Assessments				
Critical Success Factors CSF 5 3) 3) Provided opportunities for parents to participate in Family Nights where they will learn how to best support their child academically, socially and emotionally.(3B)	Leader: Principal Other Involved: Assistant Principal Teachers	Sign-In Sheets				
Funding Sources: 211 - Title I, Part A - 750.00						
Critical Success Factors CSF 5 4) All classroom teachers will create classroom Dojo accounts in order to communicate with parents and share classroom activities/celebrations.(3A & 3C)	Leader: Principal Other Involved: Assistant Principal Teachers	Dojo communication logs				

Critical Success Factors CSF 5 5) Parents are required to participate in a conference in order to receive their child's first nine-week report card. Parents of students who are failing one or more subjects will be required to participate in a parent conference in order to receive the 3rd nine week report card. (3A)	Leader: Principal Other Involved: Assistant Principal Teachers	Parent Conference Recording Sheet				

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

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

Performance Objective 1: Provide effective professional development that will support the growth of teachers and improve student performance.

Evaluation Data Source(s) 1: STAAR Data, TPRI Data and BAS Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Jan	Mar	June
Critical Success Factors CSF 2 CSF 3 CSF 7 1) Weekly PLCs will be teacher-led with Professional Development targeted to increase the capacity of teacher leaders.	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	PLC Agendas Lesson Plans Sign In Sheets				
Critical Success Factors CSF 1 CSF 7 2) Continue to implement Model Classroom Project to include continued professional development through the video academy.	Leader: Principal Others Involved: Assistant Principal Instructional Coach Classroom Teachers	Video Academy Graduation Certificates				
	Funding Sources: 211 - Title I, Part A - 2500.00					
3) Provide more opportunities for staff input on decisions that affect them through the use of informal surveys, consistent leadership team meetings and faculty meetings.	Leader: Principal Others Involved: Assistant Principal Classroom Teachers					
	Funding Sources: 211 - Title I, Part A - 1000.00					
4) Provide training opportunities on the implementation of guided reading and explicit phonics instruction. (2B)	Leader: Principal Others Involved: Assistant Principal Classroom Teachers					
	Funding Sources: 211 - Title I, Part A - 6000.00					

Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 5) 3rd & 4th grade teachers will participate in STAAR related training to ensure success of the state assessment.	Leader: Principal Other Involved: Assistant Principal Instructional Coach 3rd & 4th Grade Teachers	Growth in all performance level on STAAR.				
	Funding Sources: 211 - Title I, Part A - 975.00					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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

Performance Objective 1: Actively engage the community to strengthen partnerships that support the evolving needs of students.

Evaluation Data Source(s) 1: Participation Rates based on Sign-In Sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 1) Include community members to participate in our annual career day and Read Across America.(3B)	Leader: Counselor Others Involved: Principal Assistant Principal Classroom Teachers	Agenda & Sign-In Sheets				
Critical Success Factors CSF 5 2) Continue to recruit community members to participate in our school mentor program. (3B)	Leader: Counselor	Mentor Sign In Sheets List of Mentors				
3) Provide opportunities during the school day for families to participate in school-wide events, such as Grandparents Day Veteran's Day Muffins w/ Mom Donuts w/ Dad Thanksgiving Lunch Class Parties Showcasing Award Ceremonies (3ABC)	Leader: Principal Others Involved: Counselor Assistant Principal	Sign-In Sheets				
✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	10	Collect formal and informal assessment data to determine if students are responding adequately to instruction and collaborate to interpret data and make instructional decisions.(2B)
1	4	1	Improve fidelity with implementation of System 44 through monitoring, teacher feedback, and implementing coaching/support.(2C)
1	4	2	Deliver comprehensive Response to Intervention to students who are academically struggling and conduct weekly RTI progress monitoring meetings. (2D)
1	4	3	Monitor progress of students receiving special education services through monitoring meetings.(2C)
1	4	4	Provide tutoring opportunities for students based on current student data.(2C & 2D)
3	1	5	3rd & 4th grade teachers will participate in STAAR related training to ensure success of the state assessment.

State Compensatory

Budget for Mina Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$79,750.37
199-24	6129 Salaries or Wages for Support Personnel	$45,224.06
	6100 Subtotal:	**$124,974.43**

Personnel for Mina Elementary:

Name	Position	Program	FTE
Mina Elementary		Dyslexia	1.0
Mina Elementary		RtI	2.35

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Pam Burchett	RTI Lead	Response to Intervention	1

Plan Notes

State Compensatory Education

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

LASERS

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connections to the LASERS are shown in this plan's literacy strategies to show alignment with the State's literacy plan. The numbers listed with the letter from LASERS corresponds to a specific action step within that component.

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Reba King	
Administrator	Emily Allen	
Non-classroom Professional	Shelle Chamblee	
Classroom Teacher	Sunday Thompson	
Classroom Teacher	Heather Moilan	
Classroom Teacher	Sara Franco	
Classroom Teacher	Rebecca ODell	
Classroom Teacher	Vikki Estes	
Classroom Teacher	Jennifer Leisure	
Classroom Teacher	Christine Havens	
Non-classroom Professional	Suzie Hoffman	
Non-classroom Professional	John Kadura	
Non-classroom Professional	Laura Carder	
Business Representative	Zia Lowe	
Community Representative	Kelli Benoit	
Paraprofessional	Amanda Hurst	

Campus Funding Summary

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Accelerated Reader		$3,605.00
1	2	7	Formative Loop		$2,590.00
1	2	8	2nd Grade Heggerty		$400.00
1	2	11	The Writing Strategies Book & The Reading Strategies Book		$327.80
1	2	12	Perishable Science Materials for Science Labs		$1,000.00
1	2	13	Ink to print science word wall cards		$1,218.00
1	2	16	Social Studies read alouds		$830.00
1	2	17	Learning a to z		$700.00
1	4	2	Leveled Literacy Intervention Materials		$0.00
1	4	2	Ink to print RTI student data & Learning A to Z books		$0.00
1	4	4	Day Tutors		$0.00
1	4	4	After Tutors		$0.00
1	4	4	Materials for Tutoring		$495.00
2	1	1			$0.00
2	1	3	Family Literacy Night		$750.00
3	1	2	Model Classroom Project		$2,500.00
3	1	3	Subs for Team Leader Retreat		$1,000.00
3	1	4	Dr Thea Woodruff		$3,000.00
3	1	4	Subs for PD with Dr. Thea Woodruff		$3,000.00
3	1	5	Rockin Review for STAAR-Lead4ward		$975.00
				Sub-Total	$22,390.80

199-030 - SCE on Schoolwide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			$9,347.00

1	4	2			$69,316.00
				Sub-Total	$78,663.00
				Grand Total	$101,053.80