

**Bastrop Independent School District**  
**Bastrop Intermediate**  
**2020-2021 Campus Improvement Plan**

# Mission Statement

Students at Bastrop Intermediate School are empowered to become successful and productive in a global society.

## Vision

A community of learners that supports: high expectations for personal accountability and consistent effort through a growth mindset, collaboration through open and honest communication, and critical thinking and problem solving in all areas.

## Staff Commitments

At Bastrop Intermediate School we are committed to the following:

1. Providing safe learning environment for all students
2. High levels of academic achievement for all students
3. Building and maintaining positive trusting relationships with all stakeholders

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographic Breakdown			
Ethnic Distribution:	2017-18	2018-19	2019-20
African American	6.04%	5.45%	4.72%
Hispanic	56.43%	60.24%	59.79%
White	33.03%	30.06%	31.37%
American Indian	0.26%	0.12%	0.12%
Asian	0.77%	0.48%	0.94%
Two or More Races	3.47%	3.39%	3.07%
Other Indicators:			
ELL	19.02%	19.64%	23.11%
Eco. Dis.	65.17%	68.00%	64.98%
At-Risk	56.17%	65.70%	59.32%
SpED	12.34%	12.00%	12.15%
G/T	9.51%	9.09%	11.20%
Enrollment:	778	825	848

### Demographics Strengths

BIS continues to be an economically and culturally diverse campus. Having a broad range of ethnicities and economic levels provides our students ample opportunities to work with others of varied experiences, backgrounds and cultural values. To address these diverse needs Bastrop Intermediate School employs a robust Social Emotional Learning curriculum. Additionally, BIS teachers implement an instructional approach, "Model Classroom Project", that has been proven effective across student groups. In addition, BIS requires all ELA teachers to obtain an ESL certification to aid our ELL population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Bastrop Intermediate's Eco. Dis. population continues to grow rapidly **Root Cause:** Demographic as well as economic needs of the community and school are changing rapidly.

# Student Achievement

## Student Achievement Summary

Domain I (STAAR Performance)													
	2016-17 STAAR PERFORMANCE				2017-18 STAAR PERFORMANCE				2018-19 STAAR PERFORMANCE				
Content	Approaches	Meets	Masters	PL AVG	Approaches	Meets	Masters	PL AVG	Approaches	Meets	Masters	PL AVG	% Change
5th Math	79%	34%	13%	42%	83%	38%	15%	45%	82%	53%	32%	55.6%	+10%
5th Reading	64%	31%	14%	36%	68%	34%	12%	38%	75%	43%	21%	46.3%	+8.3%
5th Science	60%	31%	13%	35%	54%	25%	9%	29%	69%	42%	19%	43.3%	+14.3%
6th Math	67%	35%	12%	38%	59%	27%	11%	32%	67%	32%	12%	37%	+5%
6th ELA	54%	24%	12%	39%	51%	27%	9%	29%	47%	20%	9%	25.3%	-3.7%
BIS Overall Performance Average				38%				35%				42%	+7%

Domain II (Student Progress)				
	5th Math	5th ELA	6th Math	6th ELA
2018-19	82	73	48	34
2017-18	72	63	46	45
2016-17	Data Not Available			

Domain III (Closing The Gaps) Indicators					
	Student Achievement	Academic Growth	TELPAS Progress	Student Success	Overall Score
2018-19	3-Math (AA,W, NCE)	2-Math (AA,NCE)	No (22.50%)	0	11
2017-18	0	1 - SpED Math	No	0	4

## **Student Achievement Strengths**

2018-19 STAAR results show growth in student achievement across all but one tested subject, 6th ELA, with the majority of growth shown at Meets and Masters. Student progress in 5th grade showed an increase of 10 points in both 5th ELA and Math. During the 2018-19 school year 5th grade students received 90 minutes daily instruction in both ELA and Math. BIS earned 5 Domain III indicators for math performance, 3 Achievement for the following student groups, African American, White, and Non-Continuously Enrolled students and 2 Academic Growth for the following groups, African American and Non-Continuously Enrolled students.

For the 2019-20 school year BIS has developed an instructional priority plan with 6th grade ELA and Math as central focus by increasing the daily instructional minutes from 55 to 90 to mirror that of 5th grade. BIS will continue strengthening it's instructional frame work of Model Classroom Project to addresses the needs of all students.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Student performance on Math and Reading assessments lag behind state average **Root Cause:** Students arrive with gaps in their skills and content knowledge

**Problem Statement 2 (Prioritized):** 77.5 % of EL students did not show progress on TELPAS in 18-19 **Root Cause:** Lack of authentic and structured listening and speaking opportunities for students

# School Culture and Climate

## School Culture and Climate Summary

% of BIS Students that...	17-18	18-19	19-20	% of BIS Parents that...	19-20	% of BIS Staff that...	18-19	19-20
feel the overall social and learning climate of the school.	N/A	N/A	52%	feel the overall social and learning climate of the school.	43%	feel the overall social and learning climate of the school.	36%	58%
feel physically and psychologically safe at school	35%	44%	50%	feel physically and psychologically safe at school	57%	feel they have adequate school resources	40%	22%
feel they are valued members of the school community.	47%	41%	45%	feel a sense of belonging with child's school community	46%	they hold perceptions of their readiness to address issues of diversity	N/A	85%
hold strong social connections with teachers.	54%	49%	70%	school communicates well with people from your culture.	85%	hold positive perceptions of faculty and staff relationships with school leaders	N/A	78%

BIS Discipline Data Summary				
	# of Referrals	% Change	5th Grade	6th Grade
2019-20	1289	+8.68	588	701
2018-19	1186	-30	349	837
2017-18	1693	-12.4	477	1216

## School Culture and Climate Strengths

- 70% of students feel they have a strong social connections with teachers.
- 85% of staff feel they have readiness to address issues of diversity.
- 85% of parents feel the school communicates well with people from your culture.
- Students physically and psychologically feeling safe at school is trending upward with 6% increase from previous year and 15% increase in last 2 years.
- 22% increase in the staff feelings of the overall social and learning climate of the school.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** 50% Students at BIS feel physically and psychologically safe at school. **Root Cause:** Students lack school appropriate social and coping skills



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

- Employee turnover at the start of 2019-20 is at a 3 year low of 20% down from 39% at the start of 17-18
- 14 new teachers joined Bastrop Intermediate School for the 2019-20 School Year
  
- Teachers at BIS with 0-5 years experience - 26
- Teachers at BIS with 5-10 years experience - 5
- Teachers at BIS with 10+ years experience - 16
- \_\_\_\_% of BIS Teachers are ESL Certified

## Staff Quality, Recruitment, and Retention Strengths

1. Core teachers are scheduled to PLC for 1 hour weekly on Tuesday and Thursday. Science and Social Studies Meet 7:30 - 8:30. ELA and Math 4:00-5:00
2. SpED and RTI teachers are scheduled to attend PLC with content areas to ensure alignment.
3. Number of ESL certified teachers on campus continues to grow
4. All teachers participate in ongoing professional development via faculty meetings and conference periods that is aligned to campus instructional framework
5. New teachers are teamed with a mentor teacher.
6. All mentor teachers attended training prior to taking on the role of mentor teacher.
7. Mentor and Mentees were provided training and handbooks with specific activities and requirements for successful completion of the mentor program.
8. New teachers form a PLC that meets twice monthly during fall semester and once monthly during spring semester under the leadership of campus instructional coaches

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** BIS lacks highly qualified Bilingual teachers and has applied for Bilingual waivers three consecutive years **Root Cause:** Shortage of bilingual certified teachers across the state

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### Curriculum

- The Curriculum focus at Bastrop Intermediate school is a guaranteed and viable curriculum that includes required and recommended resources and is based upon instructional focus documents developed by TEKS Resource System. District and campus staff participated in curriculum council to continue developing that guaranteed and viable curriculum with the focus of the work was identifying and curating required and recommended resources.

### Instruction and Intervention

- All teacher were trained in Model Classroom Project which serves as the instructional model for BIS. BIS is entering 2nd year of implementation
- All ELA teacher were trained in BISD Literacy Model and Guided Reading strategies during summer of 2019
- All students are given universal screeners in Math and Reading using Imagine Math and iStation. Students below level are given a 2nd diagnostic screener. That information is used in conjunction with STAAR Results to determine intervention (Bear Time) groupings. Students are purposely grouped according to academic needs for Bear Time. Intervention periods utilize a variety of supports that include Step Up to the STAAR, Measuring Up, iStation and Imagine Math. Additionally 2 RTI Para professionals provide push in support to Math and ELA classes to facilitate lower student to teacher ratios. Certified ELA and Math RTI teachers pull students identified as Tier 3 during Bear Time
- Tutoring is provided daily from 7:30-8:30 via learning lab and 4:00-6:00 via our grant funded ACE program
- Monthly "Student Progress Meetings" are held to review student data and evaluate effectiveness of intervention and instruction

### Assessment

- Assessment is continuous through formative and summative assessments.
- A combination of district and campus assessments are given during the course of the year to assess student progress.
- All 5th and 6th grade students focus on iStation reading inventory, campus benchmark and STAAR for assessments.
- TELPAS is a major assessment for all ELL students.
- Test data is carefully analyzed through Eduphoria and district developed tools to fine tune instructional needs and to adjust curriculum.

### Planning

- ELA and Math teams are provided a monthly planning day. 5th Science is provided a planing day every 6 weeks.
- Once weekly grade level Professional Learning Community meetings are held by subject area. During which time teachers model lessons for peers to ensure alignment and troubleshoot any student misconceptions
- Lesson planning is done collaboratively and aligned across content areas.
- Following major assessments teachers in focus areas (Math and ELA) are provided data review and planing days
- Professional development is integrated into faculty meetings and conference periods

### **Curriculum, Instruction, and Assessment Strengths**

- Planning days for staff promote alignment across classrooms
- Monthly student progress meetings ensure a tight focus on student performance

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Student data shows majority of students read below their grade level **Root Cause:** Students arrive with gaps in their skills and content knowledge

# Parent and Community Engagement

## Parent and Community Engagement Summary

BIS strives to communicate effectively with all BIS parents and community members by using a variety of communication tools such as district website, campus website, Facebook, phone blast, student planners, and weekly newsletter. All forms of communication are designed to create a positive, inviting environment for parents and all community members.

## Parent and Community Engagement Strengths

- BIS will send home a monthly newsletter that highlight campus initiatives and events.
- BIS has several family academic nights including Meet the Teacher, Open House, Literacy Night, Math and Science Night, band and choir programs, school musical, etc.
- Students receive regular progress reports and parents and students have access to Skyward so they can check progress on daily basis if they so choose.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Parents report a desire to multiple forms of communication. **Root Cause:** Over-reliance on electronic forms of communication has resulted in limiting access to information.

## School Context and Organization

### School Context and Organization Summary

Faculty at BIS take pride in the teaching profession and continually strive to uplift and maintain a positive school environment. Improving the perception of BIS is vital to the staff. We constantly strive to achieve academic excellence and build social character. Focus goes beyond scores on standardized tests. BIS is student focused and forward thinking. To ensure the success of all our students, time is used purposefully and efficiently to drive classroom instruction.

### School Context and Organization Strengths

- 2018-19 School produced 1186 discipline referrals is a 30% decrease from the 1693 discipline referrals produced in 2017-18
- A master schedule and calendar maximizes the amount of time spent on instruction and decrease class sizes.
- Unnecessary interruptions to the instructional day are kept to a minimum.
- RTI is being utilized successfully through daily intervention classes campus wide.
- BIS performs safety drills regularly and efficiently to ensure the safety of all students.
- Teachers accommodates special populations through ESL, bilingual, CBS, dyslexia, inclusion, life skills, resource classes, system 44, read 180, and leveled reader programs.
- There are various support programs on campus which include ACE, before and after school tutorials, Saturday school, and daily interventions.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** 1186 Discipline referrals for the 2018-19 school year. **Root Cause:** Students lack school appropriate social and coping skills

# Technology

## Technology Summary

There are two computer labs, with both labs containing 30 computers. These classrooms are directed by fully certified technology teachers. As a campus we are working to gain more knowledge about how computers can be used by the staff and in the classroom. We have developed a staff links map page that houses all campus materials. This page is used by staff to pull all important information teachers need to know. Teachers are working in Google docs to develop and share lesson plans. We will continue to improve our knowledge about technology through staff development, and district specialist.

## Technology Strengths

- 60 new student chrome-book were purchased this summer to increase online testing capacity.
- New inventory and tracking system ensures that tech is accessible when needed
- Two computer teachers providing Tech Apps skills to our 5th and 6th grade students.
- All teachers have a laptop computer.
- All classrooms have projectors & document cameras.
- All classrooms average about 5 technology units (computer or tablet) for student use.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Plan to replace current technology that is reaching end of functional use **Root Cause:** Grant based funds were used to purchase technology

**Problem Statement 2 (Prioritized):** Frequent interruptions to technology services **Root Cause:** Limited infrastructure cause connectivity issues that disrupt campus instruction

# Priority Problem Statements

**Problem Statement 1:** BIS lacks highly qualified Bilingual teachers and has applied for Bilingual waivers three consecutive years

**Root Cause 1:** Shortage of bilingual certified teachers across the state

**Problem Statement 1 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 2:** Parents report a desire to multiple forms of communication.

**Root Cause 2:** Over-reliance on electronic forms of communication has resulted in limiting access to information.

**Problem Statement 2 Areas:** Parent and Community Engagement

**Problem Statement 3:** Student performance on Math and Reading assessments lag behind state average

**Root Cause 3:** Students arrive with gaps in their skills and content knowledge

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** 50% Students at BIS feel physically and psychologically safe at school.

**Root Cause 4:** Students lack school appropriate social and coping skills

**Problem Statement 4 Areas:** School Culture and Climate

**Problem Statement 5:** 1186 Discipline referrals for the 2018-19 school year.

**Root Cause 5:** Students lack school appropriate social and coping skills

**Problem Statement 5 Areas:** School Context and Organization

**Problem Statement 6:** Bastrop Intermediate's Eco. Dis. population continues to grow rapidly

**Root Cause 6:** Demographic as well as economic needs of the community and school are changing rapidly.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** 77.5 % of EL students did not show progress on TELPAS in 18-19

**Root Cause 7:** Lack of authentic and structured listening and speaking opportunities for students

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Student data shows majority of students read below their grade level

**Root Cause 8:** Students arrive with gaps in their skills and content knowledge

**Problem Statement 8 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 9:** Plan to replace current technology that is reaching end of functional use

**Root Cause 9:** Grant based funds were used to purchase technology

**Problem Statement 9 Areas:** Technology

**Problem Statement 10:** Frequent interruptions to technology services

**Root Cause 10:** Limited infrastructure cause connectivity issues that disrupt campus instruction

**Problem Statement 10 Areas:** Technology



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

# Goals






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

**Performance Objective 1:** By May 2021, BIS will increase safety training opportunities at BIS by 5%.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> BIS will monitor and audit safety plans, drills and processes and conduct after action reviews for all safety drills. <b>Strategy's Expected Result/Impact:</b> BIS will become a more secure and efficient campus. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Superintendent Goals:</b> SG 1, SG 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> BIS will conduct threat assessments as appropriate. <b>Strategy's Expected Result/Impact:</b> BIS staff will be prepared for all safety drills. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Superintendent Goals:</b> SG 1, SG 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> BIS will provide training for all staff on safety drills and provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat. <b>Strategy's Expected Result/Impact:</b> All BIS staff will be prepared to handle all safety issues. <b>Staff Responsible for Monitoring:</b> Threat Assessment Team <b>Superintendent Goals:</b> SG 1, SG 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> BIS will create, train and implement multi-hazard emergency operation plans for BIS to include our city and county officials. <b>Strategy's Expected Result/Impact:</b> BIS will be prepared to handle all safety situations. <b>Staff Responsible for Monitoring:</b> Threat Assessment Team <b>Superintendent Goals:</b> SG 1, SG 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







<p><b>Strategy 5:</b> BIS will plan and create COVID related operational materials for BIS staff, students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> BIS staff, students and parents will be prepared in the event of the need to quarantine and or school closure.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

**Performance Objective 2:** By May 2021, BIS will have a 20% or less variance in coding discipline referrals.

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> BIS Admin team will create standardized procedures for referral data entry and analysis to ensure consistency across grade levels and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease coding irregularities and errors</p> <p><b>Staff Responsible for Monitoring:</b> Kisamore - BIS Campus Principal Nicholas &amp; Sanchez - BIS Assistant Principal Powell - BIS Registrar</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> BIS Admin will conduct campus investigations that promote and support a safe and orderly learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease missed instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Kisamore - BIS Campus Principal Nicholas &amp; Sanchez - BIS Assistant Principals</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> BIS Admin, MTSS Coach &amp; Counselors will provide ongoing classroom management training in bullying prevention and the discipline matrix</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent handling of all discipline and bullying issues.</p> <p><b>Staff Responsible for Monitoring:</b> Kisamore - BIS Campus Principal Nicholas &amp; Sanchez - BIS Assistant Principals Acosta - BIS MTSS Coach Griggs &amp; Boisseau - BIS Counselors</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<b>Reviews</b>			<b>Summative</b>
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<b>Reviews</b>			<b>Summative</b>
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 3:** By May 2021, BIS will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements and referrals by at least 5%.

Referrals from 1186 to 1126

ISS from 907 Days or Parts of Days to 862 Days or Parts of Days







OSS from 141 Days to 134 Days

DAEP from 18 Placements to 17 Placements

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> BIS will organize an active PBIS committee that establishes common campus expectations and reviews referral data with staff.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Reduction in discipline referrals and disciplinary placements.</p> <p>2. Implementation can be measured through campus PBIS and RTI committee data collection and work.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principals PBIS Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> BIS will provide Multi Tiered Systems of Support for all students to include SEL lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Increase school appropriate behavior.</p> <p>2. Reduction of number of students requiring Tier II &amp; III behavior supports.</p> <p>3. Recovery of instructional time</p> <p><b>Staff Responsible for Monitoring:</b> All BIS Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1, SG 2</p> <p><b>Funding Sources:</b> Brag Board Supplies - 211 - Title I, Part A, Emergency Training for Staff - 199-024 - State Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 3:</b> Train all BIS staff in sexual abuse, human trafficking, and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will be able to recognize and report any suspected instances of sexual abuse, human trafficking and other maltreatment situations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Counselors CIS</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Provide continuing education for staff on trauma-sensitive care on how grief and trauma affects student learning behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> We will be able to better understand the needs of our students and provide support.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Counselors CIS</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 May 2021, BIS will increase STAAR GROWTH measures.

SPED Student Growth:

Reading will increase from 52% to 59%

Math will increase from 60% to 67%

EL Student Growth:

Reading will increase from 49% to 56%

Math will increase from 65% to 71%

Eco Dis Student Growth:

Reading will increase from 56% to 64%

Math will increase from 65% to 71%

**Evaluation Data Sources:** Campus Unit Assessments














District Academic Targets

MOCK STAAR

STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> BIS will ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress from 19-20 MOCK STAAR No student will go backwards from 19-20 MOCK STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principals Instructional Coaches PLC Leads Classroom Teachers RTI Team District Support Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Superintendent Goals:</b> SG 1, SG 3</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p><b>Strategy 2:</b> BIS will train and support Campus Administrators, Instructional Coaches, BIG 8 ELL Champions, and Teachers on the use, modeling and monitoring of the BIG 8 strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> All BIS Teaching staff will be able to successfully implement the BIG 8 strategies in their classrooms. BIS Student achievement will increase for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principals Instructional Coaches PLC Lead BIG 8 ELL Champion</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p><b>Strategy 3:</b> BIS will provide training for our co-teachers and gen-ed teachers in our campus co-teach models.</p> <p><b>Strategy's Expected Result/Impact:</b> Both Gen-Ed and SPED teacher will work together as a team to better support our SPED students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principals SPED Department Lead District SPED Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p><b>Strategy 4:</b> BIS will Require all Teachers to be ESL endorsed by then end of the 20-21 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> All BIS teachers will be able to better serve our EL population. EL students will make progress on STAAR &amp; TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal LPAC Administrator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p><b>Strategy 5:</b> BIS will refine, support and monitor the ESL pullout program (previously content-based).</p> <p><b>Strategy's Expected Result/Impact:</b> All of our EL students will make at least one years growth on TELPAS and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 2:** By May 2021, BIS will increase Overall STAAR Student GROWTH measures as follows:





Reading Growth 55%

Math Growth 67%

**Evaluation Data Sources:** 2020 STAAR results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide training and support to Admin , ICs, and Campus PLC Leads on the effective facilitation of PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Accelerated student progress</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principal Instructional Coaches RTI Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Create and fund 2 teaching and 2 paraprofessional positions to support RTI for ELA and Math</p> <p><b>Strategy's Expected Result/Impact:</b> Additional staff lowers student teacher ratio to allow for more individualized instruction, enrichment and remediation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Superintendent Goals:</b> SG 1, SG 3</p> <p><b>Funding Sources:</b> Staff Salaries - 199-024 - State Compensatory Education</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Create, implement and monitor student data folders and individualized data tracking in Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of individual student performance and need.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers RTI Staff Instructional Coaches Assistant Principals Campus Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
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<b>Strategy 4:</b> Implement Co-Teach Inclusion model with targeted professional development throughout school and schedule PLC time for SpED team to join content teams. <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Superintendent Goals:</b> SG 1, SG 3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Implementation of System 44 and Read 180 as SpED reading intervention. <b>Strategy's Expected Result/Impact:</b> Decrease achievement gap between SpED and non-SpED students <b>Staff Responsible for Monitoring:</b> Campus Principal Instructional Coaches SpED Team Lead SpED Teacher <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Superintendent Goals:</b> SG 1, SG 3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Fund and staff 1 teaching position to facilitate co-teach model of instruction for on-level ELA classes targeting EL's and students from economically disadvantaged backgrounds. <b>Strategy's Expected Result/Impact:</b> Decreases student/teacher ratios for n <b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principal Instructional Coaches <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Superintendent Goals:</b> SG 1, SG 3	<b>Reviews</b>			
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	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 May 2021, BIS will increase our overall attendance rate.

**Evaluation Data Sources:** PEIMS

**Summative Evaluation:** None








<p><b>Strategy 1:</b> BIS will monitor and implement attendance protocols and procedures to increase attendance rates.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in instructional time for students. A decrease in learning gaps from missed instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Campus Principal Assistant Principals</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Superintendent Goals:</b> SG 1, SG 3</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 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 May 2021, BIS will increase our technology student device ration by 10%

**Evaluation Data Sources:** Technology Inventory System

**Summative Evaluation:** None







<p><b>Strategy 1:</b> BIS will increase teacher, student, and family training on BISD learning platforms including Google Classroom, Google Meets and Zoom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become proficient in using Google Classroom, Google Meets and Zoom. Online Students will be able to successfully participate in online instruction. In the case of Students needing to quarantine or a school closure, all Students will be able to successfully participate in online instruction. Parents will be able to assist their students during at home learning</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
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	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> BIS will strive to sustain a 1:1 student device ratio.</p> <p><b>Strategy's Expected Result/Impact:</b> Equality in access to devices (virtual instruction)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Assistant Principals</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> BIS will increase our virtual infrastructure to provide more options to access various device platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> A greater variety of instructional methods and opportunities to differentiate instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 5:** By May 2021, BIS will prepare and commit to two viable, exemplary sites for onsite & online learning for 100% of students.

**Evaluation Data Sources:** Master Schedule  
Skyward

**Summative Evaluation:** None






<p><b>Strategy 1:</b> BIS will create a Virtual School Option for Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who participate in online instruction will have the same educational opportunities as online students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Assistant Principals</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> BIS will offer competitive onsite and online schooling options for students.</p> <p><b>Strategy's Expected Result/Impact:</b> BIS will maintain an enrollment of approximately 800 students (combination of onsite &amp; online Students)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Assistant Principals Campus Instructional Coaches Campus PLC Leads</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 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 May 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 parent engagement activity agendas and sign ins.

**Summative Evaluation:** None







<p><b>Strategy 1:</b> BIS will utilize Smore and Blackboard for parent communication to share information about campus events and celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent &amp; student involvement &amp; participation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Principal Secretary</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All BIS staff will respond to calls and emails within 24 hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent satisfaction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 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 May 2021, BIS will expand the number of community and business partnerships by 10%.

**Evaluation Data Sources:** Campus Events and Sponsorships  
Campus PTA

**Summative Evaluation:** None

<p><b>Strategy 1:</b> BIS will work with all community, campus and district partners such as Communities in Schools, ACE and the BIS PTA in order to ensure our student needs are met.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased partnerships and community awareness of events at BIS.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> BIS will undergo strategic planning to ensure BISD is prepared to respond to meet the needs of all students in an ever-changing and shifting environment.</p> <p><b>Strategy's Expected Result/Impact:</b> All BIS students will have their basic needs met in addition to their academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Assistant Principals Campus Counselors Communities in Schools ACE</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
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	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> BIS will build relationships with members of the community in order to help support our campus and district plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased involvement and support from the community.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> BIS will provide customer service training to our office staff to ensure everyone is greeted and feels welcomed on campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and Students will feel welcomed on campus. Increased Parent and Student satisfaction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Secretary</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent</b></p> <p><b>Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> BIS will ensure Students have a learning environment where their physical and emotional well being and safety are prioritized daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Student mental and emotional health.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus Assistant Principals Campus Counselors Communities in Schools</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent</b></p> <p><b>Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> BIS will report and address campus infrastructure issue on a timely basis.</p> <p><b>Strategy's Expected Result/Impact:</b> BIS will be a safe, well-kept campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal <b>Superintendent</b></p> <p><b>Superintendent Goals:</b> SG 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>






**Strategy 4:** BIS will partner with Communities in Schools (CIS) to ensure that BISD students have access to social workers to provide for the mental health needs and supports of our students.

**Strategy's Expected Result/Impact:** Students will be set for academic success.


**Staff Responsible for Monitoring:** Campus Principal  
Communities in Schools

**TEA Priorities:** Improve low-performing schools - **Superintendent Goals:** SG 2, SG 4

Reviews			
Formative			Summative
Oct	Jan	Mar	June
 0%			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue