

**Bastrop Independent School District**  
**Bluebonnet Elementary**  
**2020-2021 Campus Improvement Plan**



# **Mission Statement**

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

## **Vision**

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

## **School Motto**

A Professional Learning Community with a Big Heart!

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# Comprehensive Needs Assessment

Revised/Approved: October 21, 2020

## Demographics

### Demographics Summary

Enrollment Of Bluebonnet Elementary 2019-2020

Enrollment Of Bluebonnet Elementary 2019-2020

Grade Level	Total Number of Students	Percentage of Total Enrollment
Early Childhood	10	1.25%
Pre-K	73	9.11%
Kinder	140	17.48%
1st Grade	124	15.48%
2nd grade	138	17.23%
3rd grade	163	20.35%
4th grade	153	19.10%
Total	801	100%

### Demographic Breakdown

Ethnic Distribution:	2017-18	2018-19	2019-20
American Indian	<1%	1 - < 1%	1 - < 1%
Asian	<1%	0- <1%	0
Black/African American	3.2%	24= 3.09%	23= 2.87%
Hispanic/Latino	70.7%	557=71.69%	582= 72.66%
White	23%	168=21.62%	161=20.10%
Two or More Races	3.1%	27=3.47%	34= 4.24%
Other Indicators:			
ELL	36.8%	291=37.5%	289= 36.08%

### Demographic Breakdown

Eco. DIs.	76%	601=77.35%	613= 76.53%
At-Risk	64%	602=77.48%	599= 74.48%
SpED	9%	73=9.40%	94= 11.74%
Gifted and Talented		42= 5.41%	46=5.74%
Attendance Rate	96%	95.14%	95.1%
Enrollment:	771	777	801

Overall enrollment has remained fairly stable the last three years. A significant percent of our population continues to be economically disadvantaged and at-risk who have displayed an educational need. The number of identified special education students has increased the last three years. Teachers examine classroom data and report to the RTI lead in monthly meetings where interventions are determined and monitored. Our attendance rate for the 2019-2020 school year was 95.14% This is a slight increase from the previous school year. Incentives are in place for classrooms who have 8 days of 100% attendance. Automated letters are produced by the attendance clerk when absences become excessive. An administrator also makes personal phone calls to determine how the school can assist in improving the attendance of students with chronic absenteeism. Online options are available for students who are isolated for more than 3 days. ELL students are supported both in our bilingual and monolingual classrooms. Bilingual classrooms follow an early exit model where language of the day is emphasized in conjunction with the preview, view and review model. All classrooms utilize sheltered instruction strategies to ensure comprehensible content for all students.

### Demographics Strengths

- Attendance rate of 95.14%
- Student to Teacher ratio 19
- Student mobility rate is 17.5% which is below the districts average of 19.6%
- Bluebonnet teacher turnover is below the district rate and jsut at the state average.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The number of special education students has increased the last three years. **Root Cause:** Students are processing through RTI and showing greater need and identification processes have improved.

# Student Achievement

## Student Achievement Summary

Pre-K to Kinder Growth comparisons

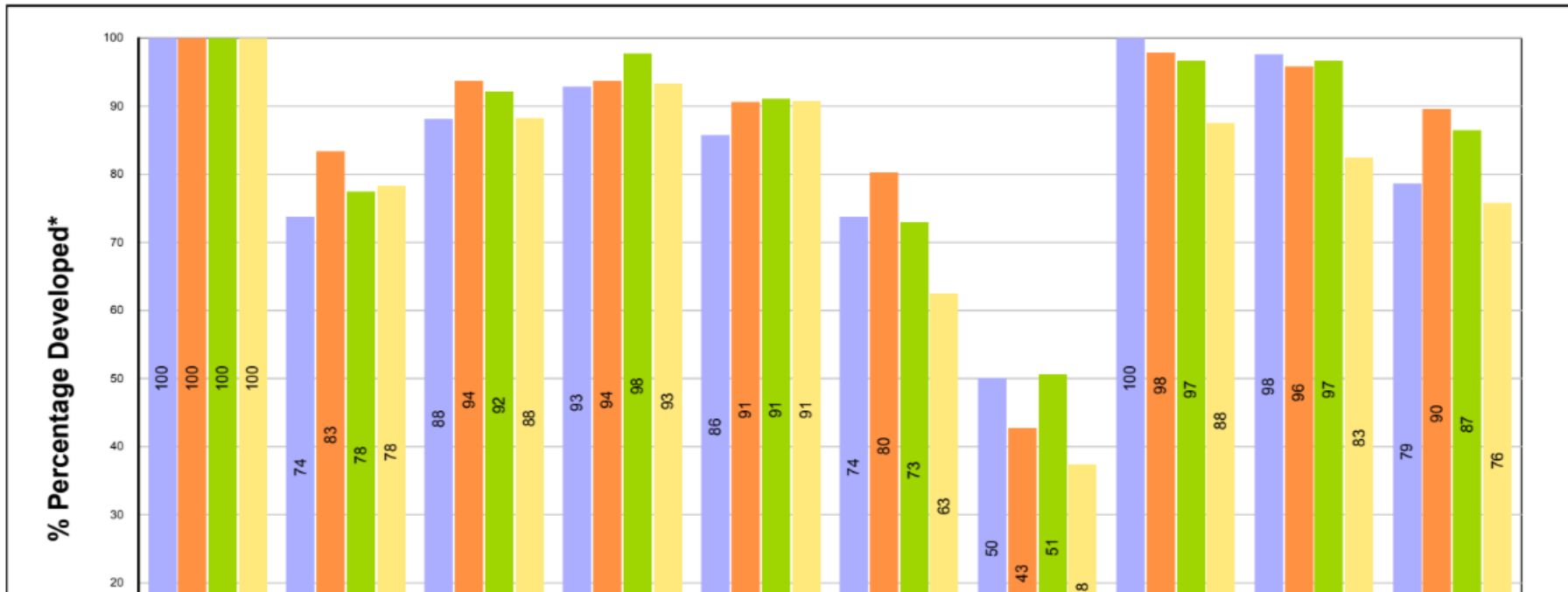
### Listening

- Rhyming Part 1
- Rhyming Part 2
- Alliteration
- Words in a Sentence
- Syllabication
- Onset Rhyme
- Rapid Letter Naming
- Rapid Vocabulary Naming

### Growth 25%

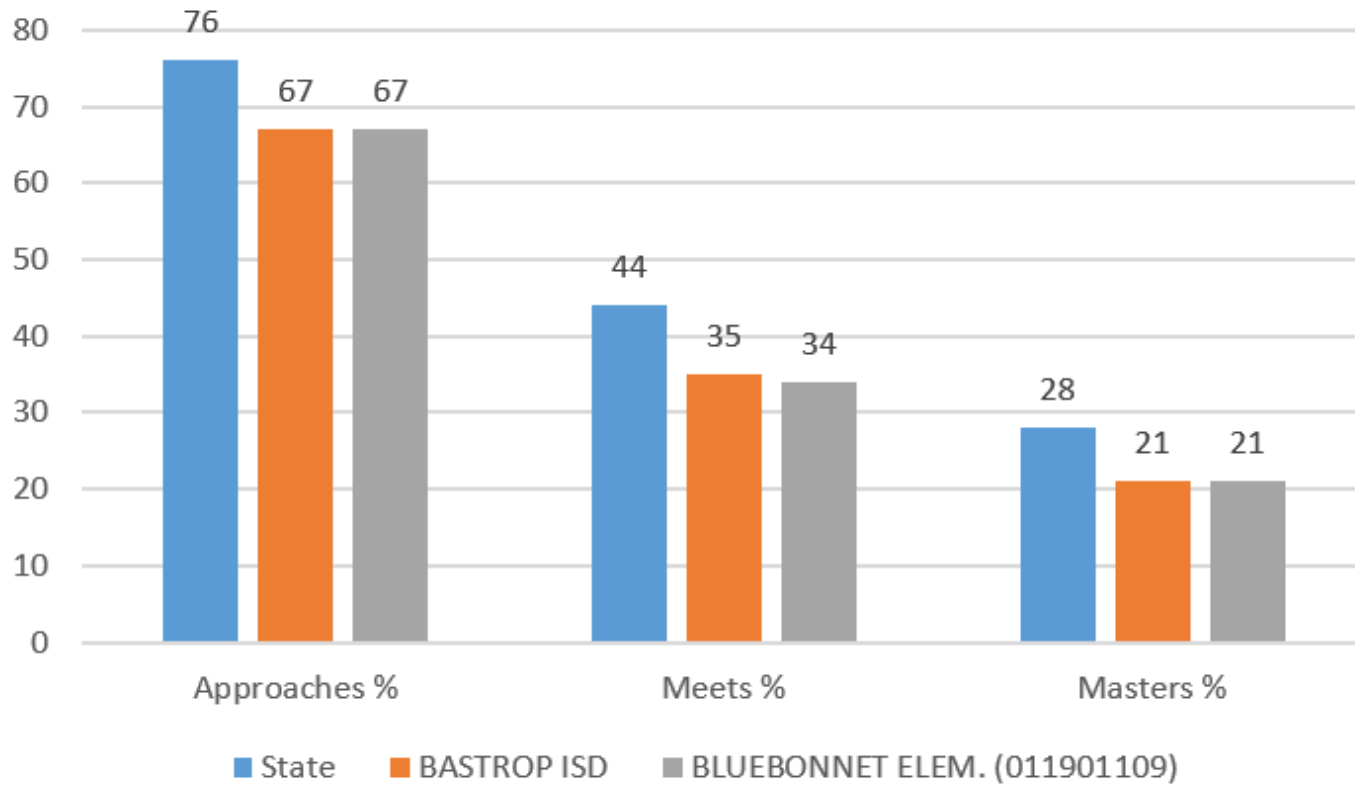
- Growth 22%
- Growth 31%
- Growth 28%
- Growth 37%
- Growth 33%
- Growth 35%
- Growth 40%
- Down 9%

Kinder TPRI Data



Grade 3 Reading STAAR

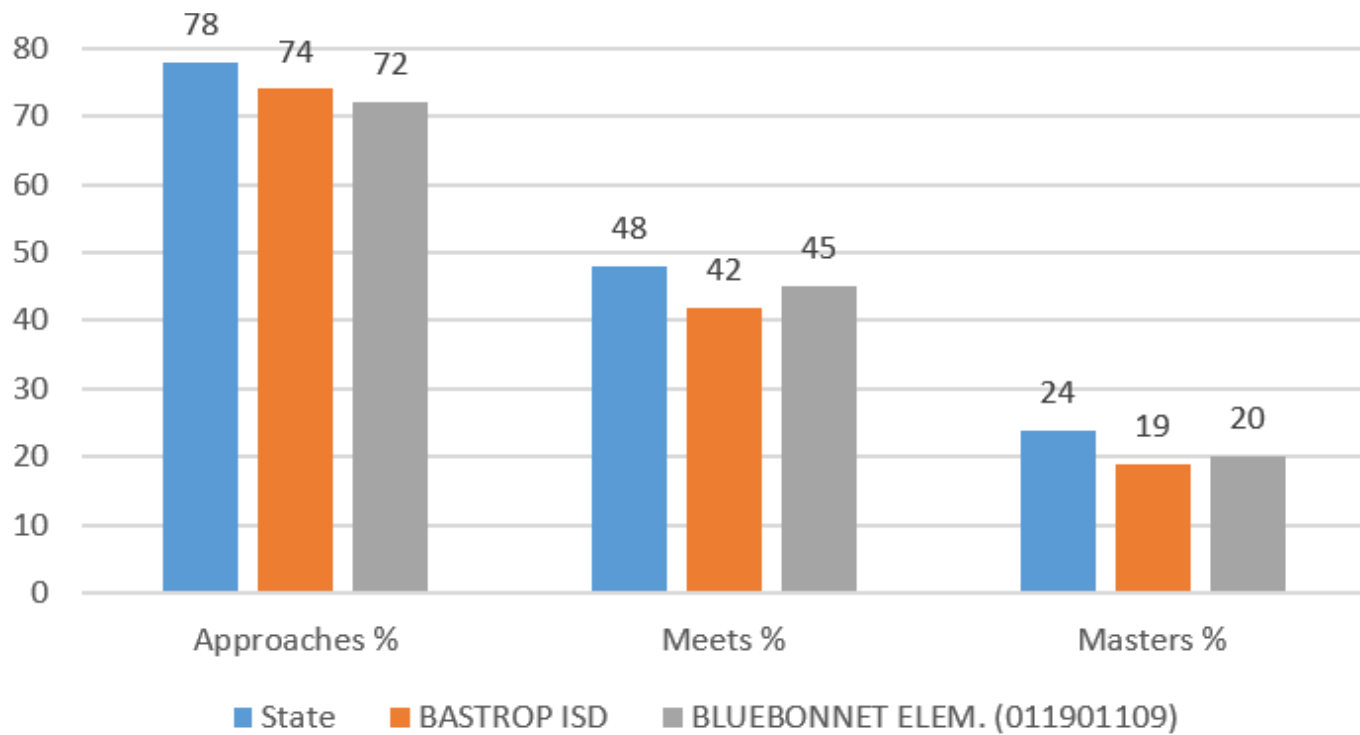
### Grade 3 Reading



Grade 3 Math STAAR

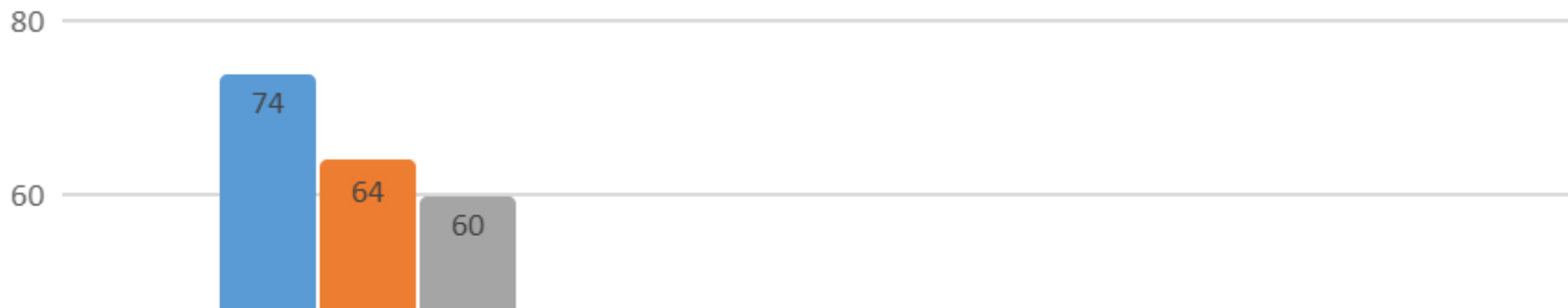
### Grade 3 Math



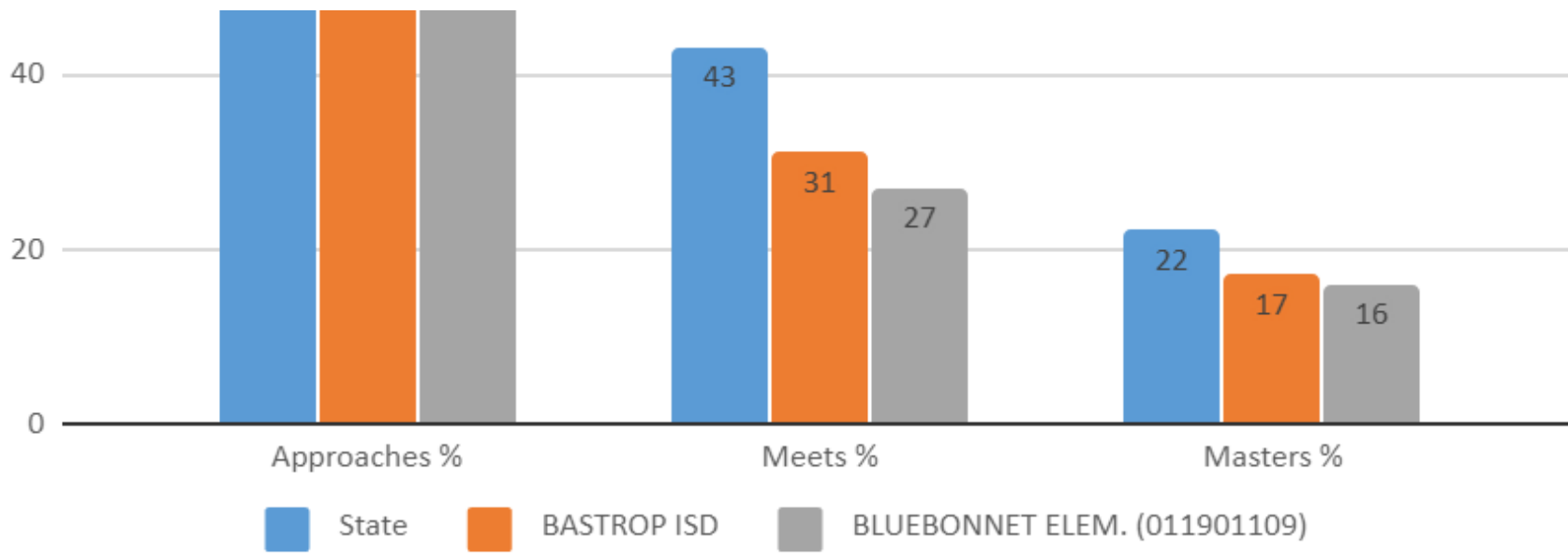


4th Grade Reading STAAR

Grade 4 Reading

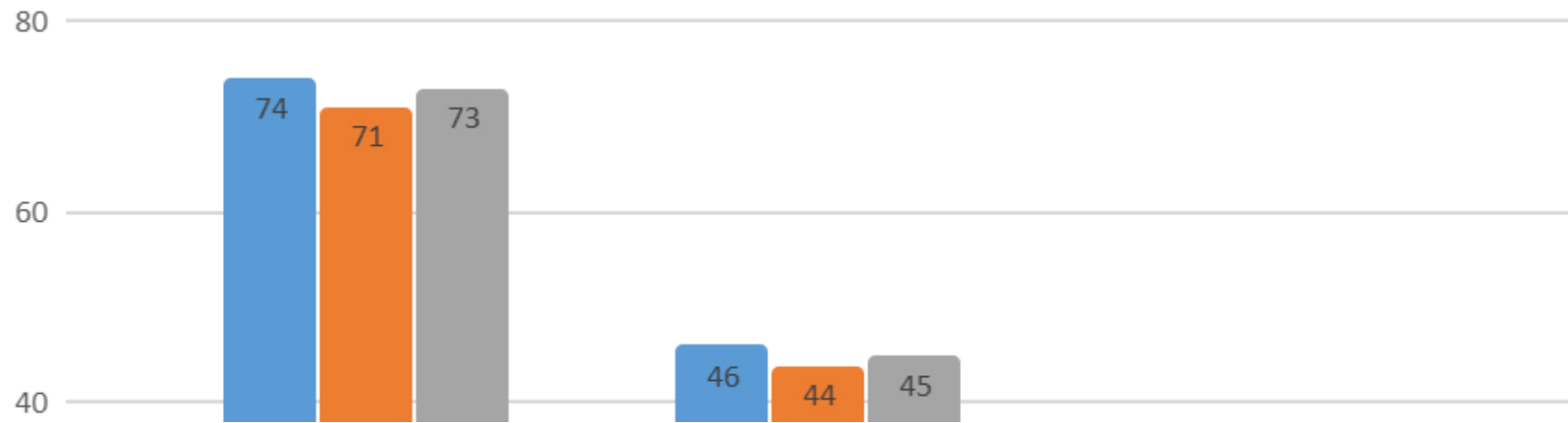


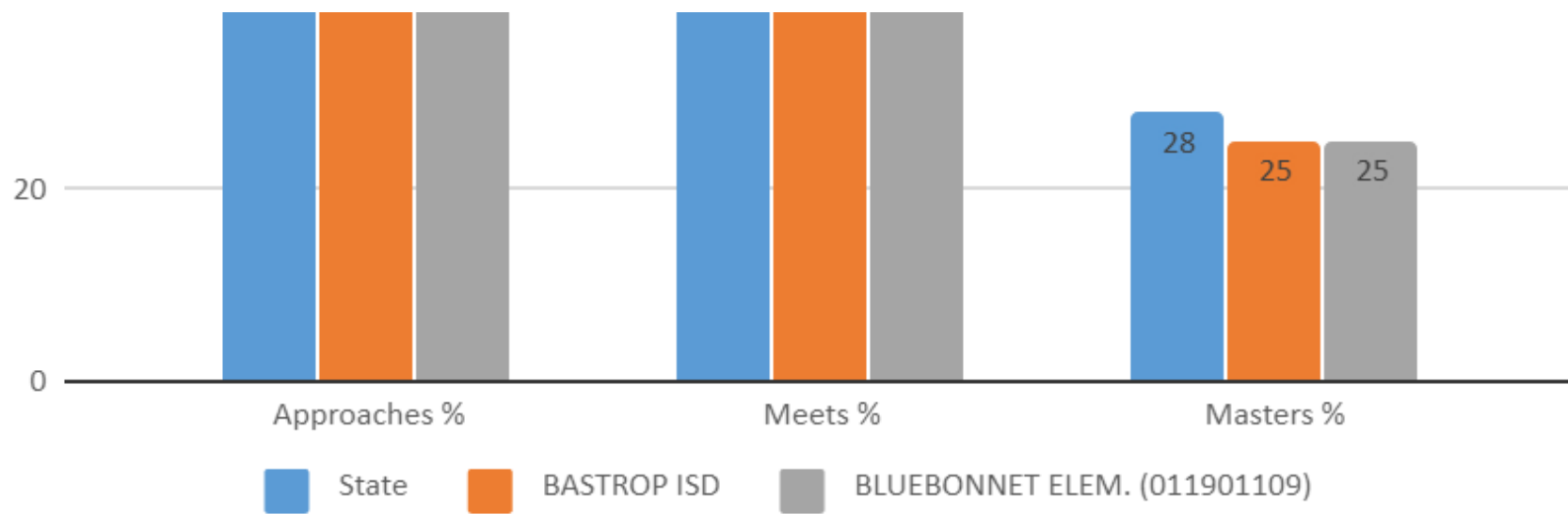




Grade 4 Math STAAR

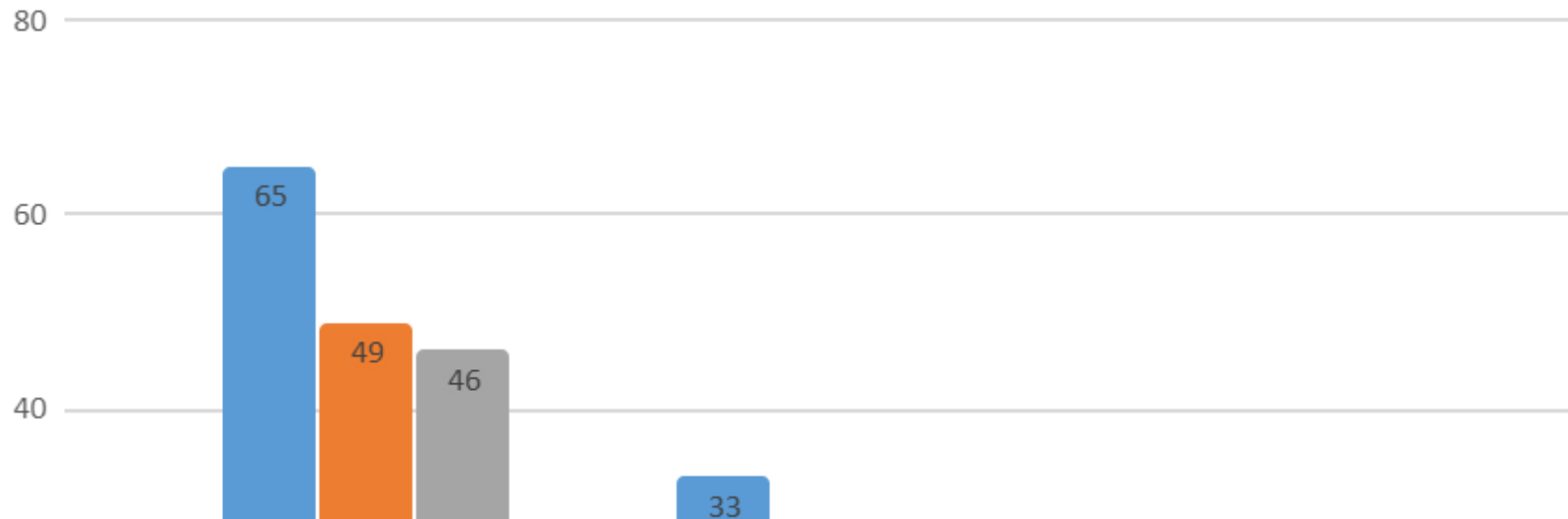
### Grade 4 Math

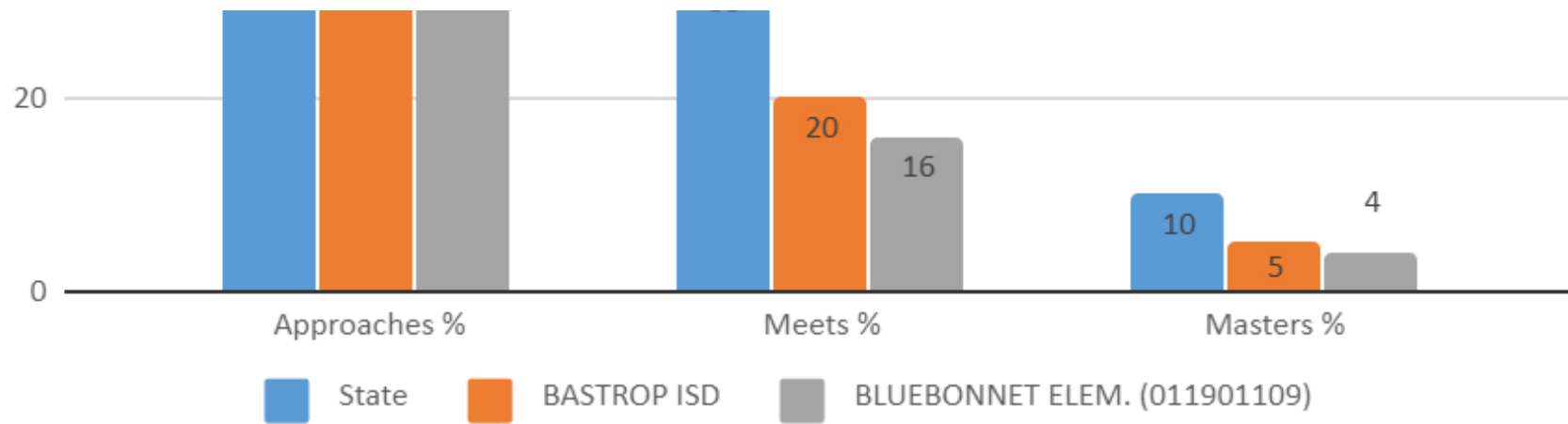




Grade 4 Writing STAAR

### Grade 4 Writing





**TELPAS 2019-2020 Data, Target is to move each child to a higher level by EOY**

Gr	Listening				Speaking				Reading				Writing			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
K	50%	42%	8%	0%	50%	42%	8%	0%	50%	42%	8%	0%	50%	42%	8%	0%
1	10%	25%	50%	15%	15%	23%	48%	15%	46%	31%	13%	10%	48%	38%	10%	4%
2	13%	13%	63%	13%	13%	50%	25%	13%	23%	37%	35%	6%	29%	25%	19%	27%
3																
4																

3rd and 4th had not completed TELPAS in Spring due to School Closure

**2019-2020 TELPAS, Target is to increase progress in Upper Elementary Grades**

Gr	Composite				Progress	
	B	I	A	AH	Avg. Score	Progress%
K	50%	42%	8%	0%	0	0
1	17%	44%	29%	10%	2.2	58%
2	13%	35%	41%	11%	16	31
3	2%	37%	43%	18%	22	48
4	5%	38%	42%	15%	13	24

**Student Achievement Strengths**

- 4th Grade STAAR Math increased in approaches, meets, and masters.
- Met TELPAS goal: 48% composite rating
- 3rd Grade STAAR Math increased from 69% to 72% (17-18 to 18-19)
- 3rd Grade STAAR Reading improved from 66% to 68%.
- Satisfactory levels of STAAR performance were achieved in most sub populations.
- Student achievement is fairly consistent across sub-populations with the exception of special education and LEP students.
- Advanced rates remained steady with an decrease of < 1% from the previous year.
- Passing rates remained consistent from the previous year despite the increase in the passing standards.
- PK students show mastery of foundational skills for future learning.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Bluebonnet Elementary students, PK-4th grade, did not receive direct teacher instruction for the end of year TEKS according to the district YAG. **Root Cause:** Students and staff were required to stay home due to the COVID pandemic causing students to miss the direct instruction from their teachers compounded by limited

access to broadband internet for many RRE families and students.

**Problem Statement 2:** Student performance on Math, Writing and Reading assessments lag behind state average **Root Cause:** Students reading gaps not closing after 1st grade

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

# School Culture and Climate

## School Culture and Climate Summary

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

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

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

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

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

## School Culture and Climate Strengths

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

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** At Bluebonnet Elementary, varied efforts at improving attendance have resulted in a marginal improvement with continued high numbers of chronically absent students. **Root Cause:** Several factors contribute to the attendance issues including lack of transportation when a student misses the bus and lack of access to medical care when students are sick.

**Problem Statement 2:** At Bluebonnet, there are a small number of students requiring intensive support for behavioral concerns that disrupt the teaching and learning environment, and require intensive support from a multidisciplinary team. **Root Cause:** These students have experienced severe trauma and require systemic approaches to trauma to learn to cope with these experiences.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Heading into the 2020-2021 school year, Bluebonnet Elementary went from 15.05% to 13.95%. Several staff were promoted and new teachers were added to the I team. The campus continues to struggle with hiring bilingual certified teachers; however, BES along with district HR is actively recruiting teachers and we did not need to seek a bilingual waiver this year. We have many new to profession teachers that are assigned a mentor and attend a new teacher PLC.

### Staff Recruitment and Retention

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

### Teachers by Ethnicity and Sex:

African American-1

Hispanic- 16.2

White -28.3

Asian- 1

Two or More Races- 1

Males- 4

Females- 43.5



### **Staff Quality, Recruitment, and Retention Strengths**

Almost 100% of teachers are ESL certified. Mentor program is in place and supports new teachers. Retention rate has increased this year.

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

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

**Problem Statement 1:** At Bluebonnet Elementary, highly qualified and certified bilingual teaching positions have been difficult to fill and special education positions have minimal applicants. **Root Cause:** These high demand positions make recruiting to Bastrop with competition from larger districts making it a challenge.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

## Curriculum, Instruction, and Assessment Strengths

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

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

**Problem Statement 1:** While improvements can be seen in tier 3 student groups, monitoring of Tier 2 and 3 student achievement on grade level assessments indicates a need to ensure all learners are exposed to grade level curriculum and rigor during whole group direct teach and small group instruction time. **Root Cause:** Better alignment of tier 1 instruction through PLC discussions, team approaches to tier 2 interventions with evidence based materials.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Bluebonnet Elementary works very hard at creating a safe, family-friendly school environment. We strive to provide a responsive climate for parents and widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus we strive to communicate with parents digitally, in hard copy and in both English and Spanish when possible. We work to provide parents the dates for as many activities as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in Spanish. We also provide interpreters for school events. We make sure that our routines are consistent, including sending our Take-Home-folders every week.

## Parent and Community Engagement Strengths

### PARENT INVOLVEMENT OPPORTUNITIES

PTA – Board Opportunities and General Membership

Grandparents Breakfast

Migrant/Title I Meetings

Site-based Decision Making Committee

Breakfast/Lunch Visits

Veteran’s Day Ceremony and breakfast

Texas Public School Week

Bluebonnet Fall Festival

Parent/Teacher/Student Conferences

Book Fairs

End of Year Awards Assemblies

PTA General Meetings

Jump Rope for Heart

Volunteer Appreciation Day

Volunteer Opportunities

100th Day of School

UIL

Field Day/Splash Bash

Run-for-the-Bluebonnet

Career Day

Economics Fair

Family Literacy Nights

Thanksgiving lunch with parents

Mentor Opportunities

Holiday Shop

#### PARENT/SCHOOL COMMUNICATION

School Messenger Automated Phone Calling System

Thursday Take Home Folder

Parent Calendar

School Marquee

School Wide Discipline Plan/Student Code of Conduct

Bastrop ISD Web Page

Bluebonnet Elementary Web Page (link from Bastrop ISD Home Page)

Bluebonnet Facebook Page ( including comments and private messages)

Bluebonnet Elementary Student Handbook

Translators Provided

Community/Parent Liaison Involvement Meetings

Meet the Teacher Night

Open House Night

Class Dojo Messaging System

Teacher/Admin Email

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** At Bluebonnet Elementary this year, maintaining parent involvement with health restrictions to large activities, parent volunteers and other events that normally take place, have been restricted due to CDC guidelines. **Root Cause:** Covid has caused us to seek new ways of connecting to families and maintaining parent engagement.

# School Context and Organization

## School Context and Organization Summary

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

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

## School Context and Organization Strengths

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

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Students receiving online instruction are currently underperforming students who receive onsite instruction. **Root Cause:** Some students are not engaging regularly with synchronous lessons consistently despite opportunities provided from the campus to have all technology needs met.

# Technology

## Technology Summary

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

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

The computer lab and integration lab has been expanded and updated this year to accommodate more usage both scheduled, and on-demand. Additional laptop resources have been earmarked due to the experience of needing hardware available for virtual learners.

## Technology Strengths

1. From 2015-20, the campus furnished all classrooms with projectors, document cameras, presentation pointers, external speakers, and additional student devices. To meet ongoing infrastructure and technology device needs, Bluebonnet Elementary continues to allocate additional general budget funds each year to address this need.
2. BES library media specialist and district personnel developed a system for beginning and end of year technology procedures, hardware maintenance and monitoring, and equipment systematic replacement that will improve device lifespan and replacement time cycles.
3. BES uses istation reading programming and Imagine Math programming to provide prescribed reading and math interventions. Student progress is monitored and shared with staff regularly at the student, teacher, and grade level to promote student achievement growth.
4. Many BES teachers have begun to explore and use a variety of interactive programs/engagement platforms with consistency including Class Dojo, Seesaw, Bloomz, and Remind App.
5. BES was able to provide and distribute Hot Spot devices to every student or family that needed it for virtual learning.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** There was an increase demand for hardware for students both at home and in the classroom as well as the need for additional training and supports to implement new platforms. **Root Cause:** Bluebonnet had prepared a large number of devices, but the demands from COVID on hardware and networking for students learning at home, exhausted our capacity to fulfill all the needs in a timely manner.

# Goals

Revised/Approved: October 21, 2020




## Goal 1: Safety, Security and Discipline

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






**Performance Objective 1:** Develop Safe and Supportive School Teams- By June 2021, BISD will increase safety training opportunities within the district by 5%.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Monitor and audit safety plans, drills and processes. <b>Strategy's Expected Result/Impact:</b> BES will analyze safety efforts and make adjustments to ensure a more safe learning environment. <b>Staff Responsible for Monitoring:</b> Campus Safety Team <b>Superintendent Goals:</b> SG 1	<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> Provide guidance on recognizing harmful, threatening or violent behavior that may pose a threat. <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment. <b>Staff Responsible for Monitoring:</b> Campus safety plan <b>Superintendent Goals:</b> SG 1	<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> COVID related operational materials.-BES will make revisions to daily routines and procedures in order to ensure safety, social distancing, and cleanliness. <b>Strategy's Expected Result/Impact:</b> Provide a safe and clean environment for all stakeholders each day <b>Staff Responsible for Monitoring:</b> Admin <b>Superintendent Goals:</b> SG 1	<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> Implement multi-hazard emergency operation plans. <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment. <b>Staff Responsible for Monitoring:</b> Campus safety team <b>Superintendent Goals:</b> SG 1	<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: Safety, Security and Discipline**

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

**Performance Objective 2: Address Student Bullying and Behavior Consistently-**  
By June 2021, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Address all discipline referrals and reports of bullying within 36 business hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide immediate support to teachers and increase timeliness of conversations with students about their actions</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Superintendent Goals:</b> SG 1</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> Implement district-wide MTSS practices, training in bullying prevention and discipline matrix</p> <p><b>Strategy's Expected Result/Impact:</b> Data driven understanding of behavior, discipline support and maximize student learning.</p> <p><b>Staff Responsible for Monitoring:</b> AdmIn- MTSS Coach</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1</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> There will be standardized procedures for referral data entry and referral data will be reviewed on a monthly basis with the admin team and PBIS committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased consistency among investigations and referral data.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team and PBIS committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1</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: Safety, Security and Discipline**

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

**Performance Objective 3: Continuation of trauma- informed practices-**

By June 2021, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

**Evaluation Data Sources:** BES DATA




Full-Day ISS from 15 to 10







Part-Day ISS from 25 to 20

Full-Day OSS from 12 to 8

Part-Day OSS from 2 to 1

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 100% of staff at BES participated in training on sexual abuse, human trafficking and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have an increased understanding on how to identify children in a variety of unsafe conditions and how to access help for these children.</p> <p><b>Staff Responsible for Monitoring:</b> None</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> BES staff will continue to participate in continuing education on trauma-sensitive care and how grief and trauma affects student learning and behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have an increased understanding and sensitivity to students that are experiencing trauma and grief.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CIS and School Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1</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> BES will establish common campus expectations through an active PBIS committee and practices including a positive reinforcement systems such as Beep Beep Store, Brag Boards and Character Commendations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased stakeholder understanding of common expectations and a safer learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team and PBIS committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1</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 ongoing SEL lessons and support for all students PK-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will decrease as students learn proactive strategies to solve their conflicts. SEL increases the safety of all students by providing a safe learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> ILT team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$500</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 5:</b> Campus wide referral and positive reinforcement data will be reviewed monthly with the PBIS committee and quarterly with all faculty.</p> <p>Campus positive reinforcement systems include:</p> <ul style="list-style-type: none"> <li>* Brag Boards</li> <li>* Positive Office referral Program</li> <li>* Student Leadership program</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of behavior expectations and referral data will increase the safety for all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team and PBIS committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$500</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: Academic Achievement**

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: Early Literacy and Math Performance-**

By June 2020, 85% of Kinder-8th grade students will make one year's growth in their reading level.

PO1: By May 2021, Pre Kinder-2nd grade students will increase their reading & math levels as follows:

PK Math (82% to 85%) / PK RD (42% to 47%)

K Math ( 51% to 56%) / K RD ( 86% to 90%)








1st Math ( 64% to 69%) / 1st ( 72% to 77%)

2nd Math ( 52% to 57%) / 2nd RD ( 75% to 80%)

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Strategy 1: Implement a comprehensive needs assessment &amp; teacher needs survey to understand the current climate for early childhood and to be able to target next steps.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels will increase with coaching cycles targeted to improve best practices in literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership, Early Reading Interventionist and Director of Early Literacy</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - <b>Superintendent Goals:</b> SG 2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$2,000, - 199-024 - State Compensatory Education - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	0%			
<p><b>Strategy 2:</b> BES will implement PK-2nd district led Professional Learning Communities throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> District PLCs will allow alignment of instruction along with a deeper understanding of targeted TEKS. Instructional improvements positively impact student learning.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Leadership</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p>	Reviews			
	Formative			Summative
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<p><b>Strategy 3:</b> Implement PK-4th grade data meetings to review data and plan for skills intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Data meetings lead to a deeper understanding of student performance and allow for targeted planning/instruction aligned to specific student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$2,000</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 professional development in the following identified areas: small group instruction &amp; systematic phonics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels will increase due to consistent instruction of phonics and guided reading.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership and District Leadership</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$2,000</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 5:</b> Provide coaching cycles to teachers based on teacher needs assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels will increase with coaching cycles targeted to improve best practices in literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <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>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Academic Achievement**

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**Performance Objective 2: Differentiated Instructional Practices**

By June 2021, BES will increase STAAR GROWTH measures as follows:  
 SPED Student Growth: -RD (43% to 59%) 59% & M (65% to 70%) 70%  
 EL Student Growth: - RD(65% to 70%) 70% & M (73% to 78%) 78%  
 Eco Dis Student Growth: - RD(54% to 60%) 60% & M (63% to 68%) 68%

**Evaluation Data Sources:** 2020 STAAR results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> BES 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> Campus Leadership Team</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p> <p><b>Funding Sources:</b> - 199-024 - State Compensatory Education - \$109,000, - 211 - Title I, Part A - \$5,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	0%			
<p><b>Strategy 2:</b> Train, support, and monitor fidelity of use of B.I.G. 8 strategies across all campuses. Our campus Instructional Coaches will help to support the implementation of B.I.G. 8 strategies at RRE by training and coaching staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent usage of instructional best practices supports the learning of all students.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Superintendent Goals:</b> SG 2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$64,900</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	0%			
<p><b>Strategy 3:</b> Train in co-teach model in District-identified target areas</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of effective co-teach models will have a positive impact on students' STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	0%			

<p><b>Strategy 4:</b> All teachers at BES are or will be ESL endorsed by May 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Students TELPAS &amp; STAAR performance will be positively impacted by staff understanding strategies that best support EL.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <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>
<p><b>Strategy 5:</b> All bilingual teachers and ESL exception teachers will participate in additional training opportunities provided through the district to target EL STAAR and TELPAS performance along with further understanding of the early-exit model.</p> <p><b>Strategy's Expected Result/Impact:</b> Students TELPAS &amp; STAAR performance will be positively impacted by staff understanding strategies that best support EL.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <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>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 2: Academic Achievement**

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**Performance Objective 3: Building Capacity for School Improvement**

By June 2021, BES will increase Overall STAAR Student GROWTH measures as follows:

RD Growth (56% to 61%)







Math Growth (65% 75%)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2020 STAAR Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide training and support to admin and ICs on the effective facilitation of PLCs</p> <p><b>Strategy's Expected Result/Impact:</b> Effective PLCs directly impact student learning through the development of plans aligned to TEKS and targeted to meet student need.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 2:</b> Support campuses in building capacity with PLC Leads through consistent planning with Campus ICs and ILT (Instructional Leadership Team) Meetings focused on the development of campus leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective PLCs directly impact student learning through the development of plans aligned to TEKS and targeted to meet student need.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$28,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p><b>Strategy 3:</b> BES staff will implement guided reading and math with fidelity, participate in training in these areas, and implementation will be monitored.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading/math levels will increase due to consistent instruction of guided reading and math.</p> <p>Data Wall  Progress Monitoring Grids  Intervention Lesson Plans  Setting the Bar by 9 weeks in reading and math  Set up monthly data point checks  TPRI  BAS  Mock STAAR scores  Sight Word Counts  Fluency Counts  BAS/WPM  Istation  Close Reading Gaps  Overall reading performance  Progress Monitoring Grids  IStation Data Reports  Student Data Folders</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$2,000</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> Train and develop campus IC's in effective classroom coaching cycles to develop and support instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted coaching of staff in the areas of instructional best practices directly supports student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</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>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 2: Academic Achievement**

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:** Increase the campus overall attendance rate.

**Evaluation Data Sources:** BES attendance Rates 95.1%

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Monitor and implement attendance protocols and procedures to increase attendance rates. Attendance trackers, calls to families and admin meetings with families will be utilized to monitor student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance is directly related to student performance levels.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk, Teachers and Campus Leadership</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>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	








## Goal 2: Academic Achievement

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

**Performance Objective 5:** By June 2021, BISD will increase Overall district technology student device ratio by 10%.

**Evaluation Data Sources:** Campus Device Inventory

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Increase teacher, student, and family access and training on BISD online learning platforms including learning management systems and video conferencing software</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of district learning platforms allows students to better navigate and succeed in these learning management systems.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p> <p><b>Funding Sources:</b> - 199-025 - Bilingual/ESL - \$8,000, - 211 - Title I, Part A - \$10,000</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> Strive to develop and sustain a 1:1 student to device ratio</p> <p><b>Strategy's Expected Result/Impact:</b> Student access to devices allows them to equitably access district online learning platforms.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</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>
				
<p><b>Strategy 3:</b> Increase district's virtual infrastructure to provide more options to access various device platforms especially hot spots</p> <p><b>Strategy's Expected Result/Impact:</b> Providing hot spots and devices to students that need them allow them access to all BISD learning platforms.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 2: Academic Achievement**

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

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

**Evaluation Data Sources:** Sites for onsite and online learning will be available to all students

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Creation of BISD Virtual School Option for Students</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to specialized online instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <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>
				
<p><b>Strategy 2:</b> Offer competitive onsite and online schooling options for students</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to high quality education in both the online and onsite modalities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 3: Relationships and Broad Based Support**

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

**Performance Objective 1:** By June 2020, we will increase communication with internal and external users by at least 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:** Web stories, social media engagement, survey feedback, mobile app usage

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Families at BES will regularly receive communication from the campus in a variety of platforms including: phone blasts, weekly folders and twice monthly campus newsletters. All communication will be distributed in both English and Spanish. All communication from families will be followed-up within 24-hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Families at BES will have a clear understanding of campus activities. Efficient follow-up and regular communication with families will strengthen the home/school relationship.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team and Campus Secretary</p> <p><b>Superintendent Goals:</b> SG 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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



**Goal 3: Relationships and Broad Based Support**

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

**Performance Objective 2:** By June 2020, BISD will expand the number of community and business partnerships with BISD by 10%.

**Evaluation Data Sources:** Increased numbers of volunteers and mentors; expansion of employee perks partnership program; strengthened involvement of business and community organizations

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Work with all community, campus and district partners (social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthening community and campus partnerships will diversify resources available for our students and families to access.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team/School Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> 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> Undergo strategic planning and marketing 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> Strengthening partnerships and expanding available resource will allow us to better meet the needs of students/families at RRE.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> 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: Relationships and Broad Based Support**

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







**Performance Objective 3:** By June 2020, BISD will increase the number of needs-driven district-based family & parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.

**Evaluation Data Sources:** increased parent participation and engagement through PTA and planned family activities

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide customer service training to ensure everyone is greeted and feels welcomed on campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Creating a welcoming environment for all families will strengthen the home to school connection.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p>Communications Department</p> <p><b>Superintendent Goals:</b> 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> 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> All students will engage in daily Social Emotional Learning lesson using the Second Steps (PK-4) curriculum. Campus announcements include a daily reminder of expectations and targeted goal. All staff received training on identifying bullying to ensure students safety is a priority.</p> <p>SEL lessons will increase student coping skills, reduce instances of bullying and discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team/School Counselor</p> <p><b>Superintendent Goals:</b> SG 3</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$500</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> Reporting and addressing campus infrastructure issues on a timely basis</p> <p><b>Strategy's Expected Result/Impact:</b> Addressing infrastructure needs immediately minimizes potential loss of instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership and Campus Secretary</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> 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 4:</b> Continue partnering with Communities in Schools (CIS) to ensure that BISD students have access to social workers to provide for mental health needs and supports</p> <p><b>Strategy's Expected Result/Impact:</b> CIS supports supports the emotional needs of our students, increases student attendance and helps families connect with resources available in the community.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership. CIS director</p> <p><b>Superintendent Goals:</b> 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 5:</b> BES will host virtual and some onsite activities such as Open House, Fall Festival/Literacy Night, Math &amp; Science Night, parent classes and Title meetings as safety allows to connect parents to school and community .</p> <p><b>Strategy's Expected Result/Impact:</b> Activities designed to engage families will strengthen the partnership with families. Offering a variety of options will allow families to choose which ones are best for them.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 3</p> <p><b>Funding Sources:</b> - 199-025 - Bilingual/ESL - \$1,200, - 211 - Title I, Part A - \$1,200</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				