

# **Bartlett Independent School District 2022-2023 Campus/District Improvement Plan**



## **Board of Trustees**

Jessica Belcher, President; Zachary Buchhorn, Vice President; Sheri Braun, Secretary; Tammie Hunt, Member;  
Meg Bernstien, Member; Pablo Solorio, Member; Josh Cox, Member

## **Superintendent of Schools**

Teddy Clevenger

## **Principals**

Austin Crawley, Secondary; Lacey Cruddas, Elementary

## **District Ratings District and Distinctions**

Overall Academic: “B” / Moody’s Financial: “AAA” / TEA First Financial: “A”

Distinction: Post-Secondary Readiness

## Mission Statement

The mission of Bartlett Independent School District is to create an engaging and personalized educational experience that prepares all students to become productive members of society.

## Vision

Every student will reach their maximum potential in a nurturing, engaging, and positive learning environment, centered on high academic achievement, core values, and faith.

## Core Values

F	E	A	R	N	O	T
a	x	t	e	o	p	e
i	c	t	s	b	t	a
t	e	i	p	l	i	m
h	l	t	e	e	m	
	l	u	c		i	w
	e	d	t		s	o
	n	e			t	r
	c				i	k
	e				c	

## **District Goals**

**Goal #1:** Exemplary Student Academic Achievement

**Goal #2:** Safe and Secure Learning Environment

**Goal #3:** Recruit, Reward, and Retain Highly Qualified Staff

**Goal #4:** Parent and Community Based Engagement

**Goal #5:** Efficient Financial and Facility Operations

## **Comprehensive Needs Assessment**

## **Demographics**

### **Summary**

Bartlett is a small community located 25 miles south of Temple and 50 miles northeast of downtown Austin. The Bartlett Independent School District is located within three counties: Bell, Williamson, and Milam. BISD, is one campus and has an enrollment of approximately 450 students in grades Pre-Kindergarten through 12th. This student population is 60% Hispanic and 88% are Economically Disadvantaged.

### **Strengths**

The close-knit community and small student population of 450 students allows for a complete understanding of individual family dynamics and allows for an authentic connection to each student. Being that our school district is a small family environment, BISD can better understand each child and families' specific needs. Additionally, Bartlett ISD is Faith, Family, and Work centered in that order, which is a top down approach. This has allowed Bartlett ISD to create a culture of Faith first which is modeled from leadership down to staff and down to students.

### **Demographic Needs**

- Increase academic, enrichment, college and career opportunities for students
- Increase intervention for our EL students
- Increase opportunities for family and community participation and education
- Increased need for enrichment opportunities to give students real world experiences outside of Bartlett

## Student Academic Achievement

### House Bill 3 Board Goals

Early Childhood Literacy Board Outcome Goal							
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 17% to 52% by June 2024.							

Yearly Target Goals for All Students							
	2018	2019	2020	2021	2022	2023	2024
District Target Goals	30%	17%	*	30%	48%	50%	52%
Closing the Gaps Performance Target	44%	44%	44%	44%	44%	52%	52%

Closing the Gaps Student Groups Yearly Target Goals														
		African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
Closing the Gaps Performance Targets*	2018-2022	32%	37%	60%	43%	74%	45%	56%	19%	33%	36%	29%	46%	42%
District Baseline Data	2018	*	21	*	-	-	-	*	*	29	-	*	29	*
	2019	*	0	*	-	-	-	-	*	13	-	0	17	-
District Target Goals	2020	*	*	*	*	*	*	*	*	*	*	*	*	*
	2021	*	25	*	*	*	*	*	*	25	*	*	*	*
	2022	*	35	*	*	*	*	*	*	35	*	*	*	*
Closing the Gaps Performance Targets**	2023-2027	42%	46%	66%	51%	78%	53%	62%	31%	43%	--	39%	--	--
Campus/LEA Target Goals	2023	*	40	*	*	*	*	*	*	40	*	*	*	*
	2024	*	46	*	*	*	*	*	*	43	*	*	*	*

\* See Chapter 4 of the 2019 Accountability Manual

[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/2019\\_Accountability\\_Manual](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2019_Accountability_Manual)

\*\* See Appendix A of Texas' ESSA Plan

[https://tea.texas.gov/About\\_TEA/Laws\\_and\\_Rules/ESSA/Every\\_Student\\_Succeeds\\_Act](https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act)

## Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 60% by June 2024.

### Yearly Target Goals for All Students

	2018	2019	2020	2021	2022	2023	2024
Campus/LEA Target Goals	60%	50%	*	46%	50%	55%	60%
Statewide Closing the Gaps Performance Target	46%	46%	46%	46%	46%	54%	54%

### Closing the Gaps Student Groups Yearly Target Goals

		African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
Closing the Gaps Performance Targets*	2018-2022	31%	40%	59%	45%	82%	50%	54%	23%	36%	44%	40%	47%	45%
Campus/LEA Baseline Data	2018	*	57	*	-	-	-	*	*	59	-	*	53	*
	2019	*	50	*	-	-	-	-	*	47	-	33	50	-
Campus/LEA Target Goals	2020	xx%	*	xx%	xx%	xx%	xx%	xx%	xx%	*	xx%	*	xx%	xx%
	2021	xx%	30%	xx%	xx%	xx%	xx%	xx%	xx%	30%	xx%	30%	xx%	xx%
	2022	xx%	35%	xx%	xx%	xx%	xx%	xx%	xx%	35%	xx%	35%	xx%	xx%
Closing the Gaps Performance Targets**	2023-2027	41%	49%	65%	53%	85%	57%	61%	34%	45%	--	49%	--	--
Campus/LEA Target Goals	2023	xx%	45%	xx%	xx%	xx%	xx%	xx%	xx%	40%	xx%	45%	xx%	xx%
	2024	xx%	49%	xx%	xx%	xx%	xx%	xx%	xx%	45%	xx%	49%	xx%	xx%

\* See Chapter 4 of the 2019 Accountability Manual

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## CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 64.6% to 75% by August 2024.

### Yearly Target Goals for All Students

	2018	2019	2020	2021	2022	2023	2024
Campus/LEA Target Goals	64.6%	97%	47%	47%	47%	50%	75%
Statewide Closing the Gaps Performance Target	47%	47%	47%	47%	47%	55%	55%

### Closing the Gaps Student Groups Yearly Target Goals

		African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
Closing the Gaps Performance Targets*	2018-2022	31%	41%	58%	42%	76%	39%	53%	27%	39%	43%	30%	50%	31%
Campus/LEA Baseline Data	2018	*	58.3%	72.2%	-	-	-	-	*	66.7%	xx%	-	xx%	xx%
	2019	xx%	*	*	xx%	xx%	xx%	xx%	xx%	*	xx%	xx%	xx%	xx%
	2020	xx%	30%	30%	xx%	xx%	xx%	xx%	xx%	25%	xx%	xx%	xx%	xx%
Campus/LEA Target Goals	2021	xx%	35%	40%	xx%	xx%	xx%	xx%	xx%	30%	xx%	xx%	xx%	xx%
	2022	xx%	40%	50%	xx%	xx%	xx%	xx%	xx%	35%	xx%	xx%	xx%	xx%
Closing the Gaps Performance Targets**	2023-2027	41%	51%	68%	52%	86%	49%	63%	37%	49%	--	40%	--	--
Campus/LEA Target Goals	2023	xx%	45%	60%	xx%	xx%	xx%	xx%	xx%	40%	xx%	xx%	xx%	xx%
	2024	xx%	51%	68%	xx%	xx%	xx%	xx%	xx%	49%	xx%	xx%	xx%	xx%

\* See Chapter 4 of the 2019 Accountability Manual

[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/2019\\_Accountability\\_Manual](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/2019_Accountability_Manual)

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# Student Academic Achievement Summary

## **2022 Bartlett ISD received a district rating of a “B”**

District: 82

Student Achievement: 80

Student Progress: 85

Closing the Achievement Gaps: 74

Distinction: Post-Secondary Readiness

## **2022 Local Area ISD Comparisons**

Florence ISD: 71

Granger ISD: 81

Bartlett ISD: 82

Academy ISD: 84

McGregor ISD: 85

Thorndale ISD: 86

Rogers ISD: 88

Rosebud-Lott ISD: 88

Salado ISD: 89

Holland ISD: 94

**2021** (Due to Covid-19) All school districts in Texas were labelled “Not Rated” by TEA. STAAR tests were administered in the Spring of 2021, however no academic rating was given. Only data to be used for intervention purposes and to close gaps. Students at Bartlett ISD experienced “Learning Loss” due to not having school start till September 8th of 2021 (25 days of school lost). Total learning loss from 2020-2021 was 75 days of school (equal to 1 semester of school instructional time lost).

**2020** (Due to Covid-19) there was no STAAR test administered, and no Academic Rating for any school district in Texas- Not Scored, However BOY Assessments will be given at the beginning of the 2020-21 school year to assess a bench mark for each student. Bartlett ISD experienced “Learning Loss” due to not having face to face instruction from March 22 to May 28, 2020 (50 days of school lost).

**2019** District Performance on State Accountability.

- Overall Performance: 79.4 out of 100 (MET STANDARD) – in 2018, this was a 77 of 100 – in 2017, this was 53 of 100 (IMPROVEMENT REQUIRED)
- Student Achievement: 81 out of 100 (MET STANDARD)
- School Progress: 83 out of 100 (MET STANDARD)
- Closing the Gaps: 71 out of 100 (MET STANDARD)
- Distinctions Earned: Science

2019 District Performance on State Accountability Local Area ISD Comparisons

- 2019 Overall Performance: Bartlett- 79.4; Granger- 87; Holland- 94; Academy- 85; Taylor- 80; Rogers- 87; Temple- 81
- 2019 School Progress: Bartlett- 83; Granger- 87 ; Holland- 93 ; Academy- 80 ; Taylor- 83; Rogers- 88; Temple- 85
- 2018 Overall Performance: Bartlett-77; Granger-83; Holland-81; Academy-82; Taylor-79; Rogers-82; Temple-76
- 2018 School Progress: Bartlett-84; Granger-87; Holland-80; Academy-72; Taylor-78; Rogers-78; Temple-72

## District STAAR Historical Passing Percentages (NR = Not Rated)

<b>3<sup>rd</sup> Grade Reading STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard	67%	62%	83%	80%	61%	NR	48%	65%
	Meets Standard				30%	17%	NR	8%	24%
	Advanced Standard	13%	13%	3%	20%	6%	NR	0%	3%
<b>3<sup>rd</sup> Grade Math STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				95%	83%	NR	8%	62%
	Meets Standard	NA	67%	63%	60%	50%	NR	0%	21%
	Advanced Standard	NA	3%	8%	20%	11%	NR	0%	3%
<b>4<sup>th</sup> Grade Reading STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				56%	77%	NR	42%	33%
	Meets Standard	68%	83%	36%	28%	36%	NR	13%	4%
	Advanced Standard	12%	6%	7%	16%	9%	NR	0%	0%
<b>4<sup>th</sup> Grade Math STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				72%	64%	NR	29%	33%
	Meets Standard	NA	67%	45%	52%	32%	NR	4%	4%
	Advanced Standard	NA	11%	2%	20%	12%	NR	0%	0%
<b>4<sup>th</sup> Grade Writing STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				52%	55%	NR	25%	N/A
	Meets Standard	76%	78%	24%	32%	18%	NR	0%	N/A
	Advanced Standard	4%	17%	2%	0%	0%	NR	0%	N/A
<b>5<sup>th</sup> Grade Reading STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				76%	71%	NR	62%	50%
	Meets Standard	77%	71%	50%	21%	29%	NR	33%	8%
	Advanced Standard	18%	19%	10%	12%	21%	NR	19%	13%
<b>5<sup>th</sup> Grade Math STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				76%	88%	NR	45%	41%
	Meets Standard	NA	65%	40%	53%	54%	NR	14%	4%
	Advanced Standard	NA	5%	5%	15	17%	NR	5%	8%

<b>5<sup>th</sup> Grade Science STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				59%	46%	NR	67%	29%
	Meets Standard	43%	60%	35%	24	8%	NR	14%	0
	Advanced Standard	0%	5%	0%	3%	0%	NR	0%	0
<b>6<sup>th</sup> Grade Reading STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				52%	41%	NR	38%	64%
	Meets Standard	59%	65%	52%	24%	21%	NR	13%	16%
	Advanced Standard	0%	6%	4%	10%	15%	NR	4%	20%
<b>6<sup>th</sup> Grade Math STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				45%	65%	NR	54%	52%
	Meets Standard	NA	59%	72%	14%	18%	NR	21%	12%
	Advanced Standard	NA	6%	0%	5%	0%	NR	0%	4%
<b>7<sup>th</sup> Grade Reading STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				64%	74%	NR	53%	71%
	Meets Standard	70%	81%	48%	36%	35%	NR	34%	24%
	Advanced Standard	4%	19%	17%	5%	17%	NR	18%	19%
<b>7<sup>th</sup> Grade Math STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				58%	57%	NR	38%	43%
	Meets Standard	NA	68%	52%	13%	17%	NR	21%	24%
	Advanced Standard	NA	5%	4%	4%	0%	NR	3%	0
<b>7<sup>th</sup> Grade Writing STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				54%	83%	NR	58%	N/A
	Meets Standard	58%	81%	43%	17%	39%	NR	29%	N/A
	Advanced Standard	0%	5%	0%	4%	13%	NR	13%	N/A
<b>8<sup>th</sup> Grade Reading STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				50%	79%	NR	77%	78%
	Meets Standard	85%	72%	78%	23%	38%	NR	26%	22%
	Advanced Standard	15%	11%	7%	18%	13%	NR	10%	25%
<b>8<sup>th</sup> Grade Math STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				41%	52%	NR	32%	44%
	Meets Standard	NA	82%	56%	12%	5%	NR	5%	3%
	Advanced Standard	NA	6%	11%	6%	0%	NR	3%	0%

<b>8<sup>th</sup> Grade Science STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				36%	63%	NR	53%	47%
	Meets Standard	36%	76%	58%	23%	13%	NR	29%	8%
	Advanced Standard	0%	29%	11%	14%	4%	NR	11%	6%
<b>8<sup>th</sup> Grade Social Studies STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				33%	50%	NR	50%	42%
	Meets Standard	16%	76%	42%	14%	8%	NR	13%	6%
	Advanced Standard	0%	18%	9%	5%	0%	NR	5%	3%
<b>EOC English I STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				79%	71%	NR	65%	71%
	Meets Standard	34%	38%	43%	42%	42%	NR	35%	40%
	Advanced Standard	0%	0%	0%	6%	3%	NR	8%	0
<b>EOC English II STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				68%	89%	NR	56%	68%
	Meets Standard	31%	68%	62%	53%	50%	NR	36%	50%
	Advanced Standard	0%	0%	0%	3%	7%	NR	0%	4%
<b>EOC Algebra I STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				80%	64%	NR	73%	58%
	Meets Standard	72%	68%	86%	36%	24%	NR	15%	22%
	Advanced Standard	10%	11%	28%	2%	8%	NR	8%	8%
<b>EOC Biology STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				93%	81%	NR	70%	91%
	Meets Standard	90%	N/A	91%	57%	42%	NR	30%	46%
	Advanced Standard	3%	N/A	0%	12%	15%	NR	0%	3%
<b>EOC US History STAAR Summary</b>	<b>Tested Year</b>	<b>2015</b>	<b>2016</b>	<b>2107</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
	Approach Standard				100%	100%	NR	90%	92%
	Met Standard	63%	36%	100%	56%	95%	NR	71%	60%
	Advanced Standard	7%	0%	9%	11%	55%	NR	24%	12%

## Student Academic Achievement Strengths

- All students eligible for Texas Success Initiative advanced/dual credit courses were enrolled
  - Fall 2017-18: 10 students enrolled, 15 courses attempted, 80% completed successfully
  - Spring 2017-18: 11 students enrolled, 13 courses attempted, 83% completed successfully
  - Fall 2018-19: 17 students enrolled, 28 courses attempted
  - Fall **2019 - 2022**:
    - Every student is known by name and need
    - Data is driving instructional decisions (weekly data meetings; 9 wk leadership team PLC data meetings)
    - High expectations of student engagement
    - Better continuity of staff (especially in key positions)
    - Teachers are following Classroom Instruction Protocols
    - Proactive in underlying causes of academic deficiencies
- 2019 mastery 10% - 2018 - 20% of students achieved Mastery (the highest level on the test) – in 2017, this was 6%
- Need 2018-3rd Grade Math Pass rate (95%), 3rd grade Reading pass rate (80%), 2019 - 3<sup>rd</sup> grade Math pass rate (96%), 3<sup>rd</sup> grade Reading passing rate (84%), and all secondary EOC tested areas exceeded state performance average
- 2022- Post Secondary Readiness Distinction, 9-12 Dual Credit, CTE certifications, Top Dog

## Student Academic Achievement Needs

- **2022**- Continue to focus on “Student Growth”, “Top Dog” period for both Elementary and Secondary, Reading Intervention
- **2021**- (Due to Covid-19) All school districts in Texas were labelled “Not Rated” by TEA. STAAR tests were administered in the Spring of 2021, however no academic rating was given. Only data to be used for intervention purposes and to close gaps. Students at Bartlett ISD experienced “Learning Loss” due to not having school start till September 8th of 2021 (25 days of school lost). Total learning loss from 2020-2021 was 75 days of school (equal to 1 semester of school instructional time lost).
- 6 Week Assessments on All Tested Subjects, Technology for English Language Learners (Ear pods), BOY, MOY, EOY Assessments in Reading and Math
- **2020** (Due to Covid-19) there was no STAAR test administered, and no Academic Rating for any school district in Texas- Not Scored, However BOY Assessments will be given at the beginning of the 2020-21 school year to assess a bench mark for each student. Bartlett ISD experienced “Learning Loss” due to not having face to face instruction from March 22 to May 28, 2020 (50 days of school lost).
- Increase student achievement on all assessments and 6 Week Benchmarks (All tested subjects)
- Increase student academic growth and Continue to increase instructional rigor and expectations
- Continue to increase levels of advanced achievement
- Continue to monitor instruction through frequent meetings to analyze data and implement interventions
- Increase targeted intervention for students in need
- Staff training for ELL population (consideration SIOP), Technology (EarPods/translators) for all ELL students
- Beginning of the Year, Middle of the Year, End of the Year Assessments in Reading and Mat

## **Comprehensive Needs Assessment Data Documentation**

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

### **Improvement Planning Data**

District/campus goals; current and prior year(s) district/campus improvement plans; district/campus planning and decision-making committee(s) meeting data; state and federal planning requirements; etc.

### **Accountability Data**

Texas Academic Performance Report (TAPR) data; Performance Index Framework data; Accountability Distinction Designations; Federal Report Card data; PBMAS data; etc.

### **Student Assessment Data**

State and federally required assessment information; State of Texas Assessment of Academic Readiness (STAAR) assessment data; Texas English Language Proficiency Assessment System (TELPAS) data; Texas Primary Reading Inventory (TPRI), Texas Early Math Inventories (TEMI),(MAPS) Testing, Chalk Talk- for SAT/ACT/TSI, iStation, CPALLs, and other assessments; local unit assessment data; attendance data; discipline data; report card grades; observational data; etc.

## 2020-21 Campus/District Leadership Team Members

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District Level Administrator/Parent	Teddy Clevenger	Superintendent
Administrator	Austin Crawley	Principal
Administrator	Lacey Cruddas	Principal
Administrator	Angie Peace	Director of Student Services
Administrator	Rachel Fahrig	Curriculum/21 <sup>st</sup> Century Director
Administrator	Monica Hauk	Technology Director
Classroom Teacher/Parent	Jessica Luna	Dyslexia and Reading Intervention
Classroom Teacher	Rebecca Beam	Secondary (ELA) Teacher
Classroom Teacher	Jeff Wright	Secondary (Science) Teacher
Classroom Teacher/Administrator/Parent	Josh Luna	Elementary Teacher/Administrator
Classroom Teacher	Shelley Kozma	Secondary (English) Teacher
Classroom Teacher	Ursula Fuentez	Math Teacher/Coach

## Goals and Performance Objectives

### Goal #1: Exemplary Student Academic Achievement

**Performance Objective 1:** 100% of students will achieve at least one year's academic progress on year-end assessments (STAAR, TELPAS, TPRI/TEMI, etc.) [TIP]

**Performance Objective 2:** 25% or more of students will achieve Mastery on STAAR assessments (6% in 2017; 20% in 2018; 10% in 2019; 6% in 2022)

**Performance Objective 3:** 50% or more of students will achieve Meets on STAAR assessment (17% in 2022)

**Performance Objective 4:** 75% of students will meet or exceed the level of Approaches for the STAAR (in each subject area) (51% in 2022)

**Evaluation Data Sources / Evidence Demonstrating Progress:** lesson plans, progress monitoring, student assessment scores, special programs documentation, meeting/activity documentation (minutes, agendas, participant attendance, etc.)

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing collection/evaluation/disaggregation of data (formative, summative, district unit assessments, state assessments, universal screeners, etc.) and utilization of data to drive/differentiate/scaffold instruction and interventions. 6 Weeks Assessment data, BOY, MOY, EOY data	Title I: for Coord. of School Improvement (Instructional Coach); 21 <sup>st</sup> Century Grant; General Funds	Teachers, Principals				
Thorough pre-planning of lessons for instruction and intervention to include high level questions, engaging and rigorous activities, differentiated instruction, and cross-curricular collaboration/implementation		Teachers, Principals				
After-school support for students through the 21 <sup>st</sup> Century ACE program that includes academic intervention aligned to identified academic student needs and enrichment activities		Teachers, Principals, C&I Director				
Ongoing monitoring and campus/district-wide planning to include: effectiveness of instruction (observations/walk-throughs), evaluation of student progress monitoring data (administrative data meetings), effective master scheduling, planning for "Innovative Instructional Days" and intervention periods, monitoring of special programs and student support, ongoing targeted and effective professional development, etc.		Principals, Coord. School Improvement; Campus Leadership Team				
Ongoing effective utilization of technology to support academic achievement – to include chromebooks for students in grades 4 <sup>th</sup> -12 <sup>th</sup> , utilization of computer labs by grades PreK-12 <sup>th</sup> , use of software (such as: iStation, Study Island, Khan Academy, Flocabulary, Edgenuity, Path Blazer, StemScopes, etc.) Reading Eggs, Math Seeds		Teachers, Principal, C&I Director				

Ongoing encouragement and positive incentives to students – to include student awards ceremonies, promotion of the importance of assessments, and opportunities earned through academic achievement		Teachers, Principals				
Summer Professional Development for teachers and administrators, such as; Lead4ward, TASA, TEPSA, TASSP, TEKS Resource System Training, AP Conferences, Workshops		C&I Director, Principals				
Create vertical alignment for reading Sign Post Strategy from K-12		C&I Director, Principals, Teachers				
Goal setting with incentives for students in AR		Principals & Teachers				
Top Dog - Intervention for both Elementary and Secondary (44 minute period) (1. Allow for reading levels assessments, 2. Collective Reading for entire group on targeted days) Re-spiral Low TEKS for Reading and Math		Principals, Dean of Students Teachers				
Official Training for LLI in June 2019; with targeted intervention to occur during Top Dog and pullout opportunities, with a refresher training in LLI each year		Outside Consultant				
BOY, MOY, EOY Assessments being conducted. (1. Reports forthcoming on: AR, TPRI) Also could be STEMSCOPES, Lead4ward Released Tests from TEA.		Teachers, Principals				
6 Week Data Meetings with principals and core teachers		Teachers, Principals				
Reading Plus- Life Skills/FA, 6 <sup>th</sup> Grade and some 12 <sup>th</sup> grade		Teachers, Principals				
180 Day School Year Calendar and ADSY- 30 Day Summer Program/Bark Camp		Special Programs Coordinator				
Pre-K Thru 12th Grade One to One devices		Technology Coordinator, Principals				
TEKSCON, Workshops, Conferences, Region 13 trainings		Principals, Superintendent				
Math Resource Teacher						
Behavior Support- 5 Days a week						
MAPS						
100 New Laptops and 50 New Internet HotSpot Devices for Students. New Teacher Lap Tops. Additional 100 laptops each school year.		Technology Director, Principals				
Reading Academies (STR) Science of Teaching and Reading for all ELAR K-5th grade						

## Goal #1: Exemplary Student Academic Achievement

**Performance Objective 5:** 100% of 12<sup>th</sup> graders will meet College, Career, and/or Military Readiness (CCMR) standards; and there will be an overall increase in the amount of scholarship money seniors earn for college or career pathways; and there will be an overall increase in the amount of students who attend college or career pathways (64% met in 2018) (95.7% met in 2019) (81% met in 2020)( 44% in 2021- Covid Year)

**Evaluation Data Sources / Evidence Demonstrating Progress:** meeting/activity documentation (minutes, agendas, participant attendance, etc.); student licensures/certifications

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage students; promote awareness of opportunities and ensure CCMR goal setting at all grade level – to include CCMR focused electives and ongoing CCMR focused information/activity events for parents and students (field trips, guest speakers, information nights, etc.); one-on-one student conferences; ongoing parent communication/support	Carl Perkins Grant; 21 <sup>st</sup> Century Grant; General funds	Teachers, Academic Dean, Principals				
Monitor student goal setting and progress towards meeting goals; CCMR activity planning/implementation		Academic Dean, Principals, Campus Leadership Team				
CCMR focused college-readiness activities will occur during 21 <sup>st</sup> Century ACE program in after school and summer school		C&I Director				
Focus on 8-12 grade for CCMR planning/preparation, and promotion/awareness of athletic/academic scholarships		Academic Dean, Athletic Director				
Ongoing review of Career and Technical Education (CTE) program to ensure the availability of programs that provide students with licensure/certification		Academic Dean, Principals, Campus Leadership Team				
Counselor/Director of Student Services Meetings with Parents/Students monthly regarding Scholarships		Counselor, Dean of students				
Counselor/ Director of Student Services Meetings with Parents/Students monthly regarding FAFSA, Dual Credit, and Degree Plans		Counselor, Dean of students				
College Day Wednesday						
School Links						

### Goal #1: Exemplary Student Academic Achievement

**Performance Objective 6:** Achieve UIL Academic District Champion at each division level (elementary, middle, and high school levels)

**Performance Objective 7:** All extracurricular organizations, teams, and clubs will achieve regional and/or state level

**Performance Objective 8:** All students participating in organizations, teams, and clubs will achieve 100% passing rate all school year

**Performance Objective 9:** Increase overall amount of scholarship money seniors earn for college or career pathways

**In 2021-2022** ( 45 students took the TSI; 8 passed the Math and 16 passed the Reading) (14 8<sup>th</sup> Graders took TSI with 1 passing Math and 5 passing English). **In 2021** (TSI High School Students tested: 26, 13 passed. TSI 8th graders tested: 14, 2 passed/Dual Credit: Fall: 16 courses, 13 passed. Spring: 12 courses, 9 passed. Total amount saved by 2021 seniors was \$42,000 from dual credit courses, and the total in scholarship award is \$103,000. **In 2022** a total of 229 Temple College dual credit hours were taken by 9-12 graders for a total savings of \$34,350 dollars.

**Evaluation Data Sources / Evidence Demonstrating Progress:** meeting/activity documentation (minutes, agendas, participant attendance, scoring results/awards, etc.); student report cards

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage and actively recruit students for participation – to include incentives/rewards for participation; celebration of successes; and public acknowledgement (newspaper, school board meetings, athletic and academic pep rallies, etc.)	21 <sup>st</sup> Century Grant; General Funds	Teachers, Principals, Coaches, Athletic Director, Club/Activity Sponsors				
Utilize 21 <sup>st</sup> Century ACE program for practice activities and enrichment after school		Coaches, Sponsors, C&I Director				
Work throughout the entire school year (as opposed to just before contest) on student engagement/preparation; ensure meeting of all deadlines and knowledge/adherence to rules/regulations		Coaches, Club/Activity Sponsors, Athletic Director				
Teach, mentor, monitor coaches/sponsors; monitor programs/events		Athletic Director, Principals				

Stipends for staff sponsorship of many organizations, clubs, UIL activities, etc.		Principals, Superintendent				
TOP Dog period to serve as a meeting opportunity for UIL activities and competitions.		Extra-curricular and UIL sponsors & coaches				
Implement weekly grade checks and conference with students/parents and use interventions for students who are not completing work or who are struggling to get work done		Principals, Directors, Coaches				

### Goal #1: Exemplary Student Academic Achievement

**Performance Objective 10:** Decrease the achievement gap between special populations of students (socio-economic status, ethnicity, Special Education, English Learners, etc.) to achieve 1 year's academic growth. The goal for 2019 - 20 is 75% Approaches, 35% Meets, 10% Masters for the Hispanic Population. [TIP]

**Evaluation Data Sources / Evidence Demonstrating Progress:** lesson plans, progress monitoring, student assessment scores, special programs documentation, meeting/activity documentation (minutes, agendas, participant attendance, etc.)

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing staff training in effective differentiation strategies and best practice related to students with individualized needs (English Learners, Dyslexia, low socio-economic students, etc.)	ESC 13 BIL/ESL SSA; General Funds	Teachers, Principals, Coord. School Improvement				
Ongoing data disaggregation and monitoring of instruction		Teachers, Principals				
Referral to special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) as appropriate to ensure effective/appropriate ongoing support and accommodations for students		Teachers, Principals, C&I Director				
Effective and compliant operations to ensure students in special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) are identified, provided ongoing support as needed, and utilizing accommodations/modifications as required		Principals, C&I Director				
ESL pull-out with content support provided by bilingual ESL specialty certified instructor		Principals, C&I Director				
No less than 10% of Bilingual/ESL allotment will be allocated for professional development for ESL training and Sheltered Instruction training for instructional staff		Principals, C&I Director, Finance Director				
Adjust master schedule to allow for RTI period - this will be the Top Dog class which allows for focused intervention. Top Dog will take place at both the Elementary and Secondary campuses		Dean of Students, Principal				

Update ACE after school program to all for focused intervention and enrichment for students		ACE Coordinator; Principals, Teachers				
Implement Vocabulary strategy across the school district to reinforce academic language.		Principals, ACE, Teachers				
Principal 6 Week Data Meetings with Core Teachers		Principals, Superintendent				
A-TEAM (Academic ISS/No "0" policy)		Principals				
Math Resource Teacher						

### Goal #1: Exemplary Student Academic Achievement

**Performance Objective 11:** BISD will increase student average daily attendance to 97%, BISD has a historic attendance rate of 94.01% in 2022, 95.02% in 2021, 95.8 in 2018-19, 95.5% in 2017-18, 95.2 in 2016-17

**Evaluation Data Sources / Evidence Demonstrating Progress:** attendance data, student participation in incentives, attendance letters and documentation of communication and follow-up

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Accurately record/monitor daily attendance; plan for making up work, making up lost instruction, and making up time	General Funds	Teachers, Attendance Clerks, Principals				
Individual and campus attendance incentives – to include recognition at awards assemblies, secondary final exam exemptions, perfect attendance celebration events (food truck tickets, pickles for perfection, etc.)		Teachers, Principals				
Ongoing parent notification/communication, documentation letters and follow-up		Teachers, Principals, Truancy Officer				
For Reviews:   ✓ = Accomplished   ☐ = Continue/Modify   ➕ = Considerable Progress   ✚ = Some Progress   ☐ = No Progress   ✕ = Discontinue						

# **Goal #2: Safe and Secure Learning Environment**

**Performance Objective 1:** In 2021-2022; Elementary ISS-32, Secondary ISS-83, Elementary OSS-3, Secondary OSS-10, Secondary DAEP 3. In 2020-2021 the total number of out of school suspensions were 11, In 2019-20 the total number of out of school suspensions was 1, In 2018 - 19 the total number of out of school suspensions were 28.

In implementing the following strategies, BISD strives to maintain a positive school culture and climate in regards to the learning environment.

**Evaluation Data Sources / Evidence Demonstrating Progress:** discipline data, classroom walk-through documentation

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Build positive, encouraging relationships with students, and utilize positive behavioral incentives (individual, classroom, campus-wide)	General Funds	Teachers, Principals				
Display of CHAMPS/PBIS aligned visuals, and consistent usage of CHAMPS/PBIS protocols in all classrooms		Teachers, Principals				
Ongoing implementation of campus discipline committee to establish behavior expectations, and monitor/address behavioral needs		Teachers, Principals				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements		Principals				
All staff are received Safe Schools Training.		Principals, Superintendent, Teachers				
Social Emotional Learning Training for ALL Staff		Superintendent, Principals				
Engaging Lesson and Professional Development Centered Around Engaging Lessons	Title Money	Principals				
Pre-K thru 12th Grade One to One devices	ESSER Grant	Principals, Superintendent				
Full Time RBT- Behavior Support						
Weekly Counseling Support						
<b>For Reviews:</b> ✓ = Accomplished   ☐ = Continue/Modify   ➕ = Considerable Progress   ⚡ = Some Progress   ☐ = No Progress   ✕ = Discontinue						

## Goal #2: Safe and Secure Learning Environment

**Performance Objective 2:** When surveyed, students, staff, and parents will report feeling the campus is a safe and secure learning environment

**Evaluation Data Sources / Evidence Demonstrating Progress:** visitor logs, maintenance logs

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ensure/check that doors are secured after entry/exit – always remove anything preventing doors from locking	General Funds	All Staff				
Ensure all visitors enter through main door and sign-in to the school visitor management system (escort any non-registered visitor to office immediately) – teach students not to open doors for strangers/visitors		All Staff				
Monitor safety/security; advertise/inform public/community of the sign-in system; educate staff; convey school policy to parents; stress student safety		Principals, Superintendent				
Ensure regular maintenance of building – regularly check door mechanisms; repair keys and/or door mechanisms as needed; post visible signs		Maintenance Director				
Implement ISS program to eliminate student disruptive behavior in the classrooms for the safety of all students.		Principals, ISS Teachers				
BOY, MOY, EOY Survey to teachers and staff regarding perceptions of the school and discipline		Principals, School Improvement Facilitator				
New Video Monitoring Surveillance Cameras	School Safety and Security Grant	Superintendent, Technology Director				
New Front Entrance Cameras and Video Surveillance		Superintendent, Technology Director				
New Pick Up Drop Off Locations (Crossing Safety/Minimizing Building Capacity)		Superintendent, Principals				
Teacher and student training on Bullying Prevention, Anonymous Reporting on Website, BISD Bullying Policy is in our student handbook, and all bullying reports are investigated		Superintendent, Principals				
Threat Assessment Team all trained on Threat Assessment						
Guardian Campus and Guardian Signs						
<b>For Reviews:</b> ✓ = Accomplished    ◻ = Continue/Modify    + = Considerable Progress    ✚ = Some Progress    ◻ = No Progress    ✕ = Discontinue						

# **Goal #2: Safe and Secure Learning Environment**

**Performance Objective 3:** Control the Spread of Communicable/Infectious Diseases within the School and Community, when applicable during a global or nationwide pandemic

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ensure Adequate Personal Protective Equipment; such as face coverings, hand sanitizer, Desk Shields	General Funds	All Staff				
Temperature checks are done each morning, if feeling ill		All Staff				
Ensure proper amounts of cleaning supplies are present at each campus such as; lysol, bleach, static sprayer disinfectant solution		Principals, Superintendent				
Ensure proper amounts of deep cleaning throughout the day/week/month		Maintenance Director				
Social Distancing where permitted/allowed		Principals, ISS Teachers				
New Pick Up Drop Off Locations (Crossing Safety/Minimizing Building Capacity)		Principals, School Improvement Facilitator				
<b>For Reviews:</b> ✓ = Accomplished    ? = Continue/Modify    + = Considerable Progress ✚ = Some Progress    ? = No Progress    ✕ = Discontinue		Principals				

## Goal #2: Safe and Secure Learning Environment

### Performance Objective 4: Active Threat Preparedness

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
All staff will be trained on Civilian Response to Active Shooter Training (CRASE) in August Professional Development	General Funds	All Staff				
Bartlett ISD will amend CKC Local to allow certain BISD staff to carry firearms on campus		All Staff				
Bartlett ISD staff who carry firearms on campus will have a prerequisite of a License to Carry and Handgun and will attend any and all training required by the board of trustees; to include but not limited to; School Guardian training, range safety, range shooting, CRASE training.		Principals, Superintendent				
Bartlett ISD will maintain Guardian Status and allow certain staff to carry firearms on campus		Maintenance Director				
Bartlett ISD will post signage throughout the district and on all exits/entrances in the district; that state that "Bartlett ISD is armed and will use whatever force necessary to defend its students and staff".		Principals, ISS Teachers				
All entrances and exits will get a ONCE weekly door sweep to ensure all doors are locked		Principals, School Improvement Facilitator				
All staff will teach with the classroom doors locked		Principals				
Safety Committee meetings 3 times per year and one in the summer to include; Milam, Bell, Williamson County Sheriff department, and Bartlett Police Department		Principals				
Knox Boxes with keys available to first responders		Superintendent, Principals				
Opening up our district for Law Enforcement to conduct their ALERRT training and simunitions training						
Conduct a partial summer safety audit and active threat annex						
Review the districts Emergency Operations Plan and all safety procedures with safety committee, identify needs, and address needs						
<b>For Reviews:</b> ✓ = Accomplished    ◻ = Continue/Modify    + = Considerable Progress    ✚ = Some Progress    ◻ = No Progress    ✕ = Discontinue						

# **Goal #2: Safe and Secure Learning Environment**

## **Performance Objective 5: Trauma Informed Care and Social Emotional Learning for all Staff and Students**

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
BISD Employs 2 full time TIER 3 Counselors from Williamson County Services to services staff and students five days a week, 8 hours a day.	General Funds	All Staff				
Trauma Informed Care Training for all staff during August Professional Development; training provided by Williamson County Child Advocacy Center		All Staff				
Trauma Informed Care Training for all students during the school year PreK-12 Grade; training provided by Williamson County Child Advocacy Center		Principals, Superintendent				
BISD has a full time School Facility Dog named "MOCHA" who provides services full-time, five days a week, 8 hours a day, for all students PreK-12 Grade		Maintenance Director				
SEL Weekly During Top Dog With All Staff and Students		Principals, Counselor				
Weekly Counseling Lesson on Wednesdays		Principals, Counselor				
		Principals				
		Principals				
		Superintendent, Principals				
<b>For Reviews:</b> ✓ = Accomplished   ◻ = Continue/Modify   ➕ = Considerable Progress   ⬢ = Some Progress   ◻ = No Progress   ✕ = Discontinue						

### Goal #3: Recruit, Reward, and Retain Highly Qualified Staff

**Performance Objective 1:** Increase staff retention rate by 5% (92% in 2019-20)(88.6% at end of 2018-19)(85% at end of 2017-18)

**Performance Objective 2:** District-wide ongoing focus on improving culture and climate

**Evaluation Data Sources / Evidence Demonstrating Progress:** staff hiring and salary documentation, staff surveys

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Salary increased base on HB3 for all teachers and an additional pay raise in Fall 2022 and Steps for all support staff from step 20 to step 25 to take care of our staff who have been with us the longest	General Funds; Title I Funds: Coord. of School Improvement	Superintendent				
Administrators will participate in ongoing recruitment activities (publish open positions, attend job fairs, etc.)		Superintendent, Principals				
Continue formalized mentor program for first, second, and third year teachers and administrators		Coord. School Improvement				
Ensure ongoing communication with staff and increase transparency through Weekly Bulldog/Lassie Newsletters		Dean of Students				
Ensure ongoing growth and increased effectiveness of district leadership – to include Leadership Workshop, book studies and ongoing professional development		Superintendent, Coord. School Improvement				
Staff Devotionals each week		Superintendent, Principals				
Ongoing activities and monitoring to improve school culture and climate		Principals, Coord. School Improvement				
Establish a Faith, family, work environment that is support oriented		Superintendent, Principals				
Promote the positives (facebook, school messenger, website, newspaper)		Superintendent, Principals				
\$1000.00 retention and new hire stipend in September 2022, \$1000.00 stipend at Christmas, and up to \$500 or \$1000.00 stipend for staff who don't miss more than 4 days of work.		Superintendent, Principals				
The district allocates funds, so that all staff each lunch for FREE		Superintendent, Principals				
<b>For Reviews:</b> ✓ = Accomplished    ◻ = Continue/Modify    + = Considerable Progress    ✚ = Some Progress    ◻ = No Progress    ✕ = Discontinue						

## Goal #4: Parent and Community Based Engagement

**Performance Objective 1:** Ensure ongoing communication with parents and other community stakeholders

**Performance Objective 2:** 100% parent-student and teacher participation in Student-Led Conferences

**Performance Objective 3:** Increased family participation in student support events

**Performance Objective 4:** Provide free adult continuing education courses on campus (Certified Nurse's Assistant; English As a Second Language; GED; ACE coordinator initiatives during the school year and summer, etc.)

**Evaluation Data Sources / Evidence Demonstrating Progress:** documentation/copies of parent/community communication, participation logs for events and classes

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Provide community events that engage families, students and staff in a positive way: Friendship Fest, Block Party to Meet the Bulldogs, Veteran's Day events, Thanksgiving community meals, and Expanded opportunities for participation.	General Funds; 21 <sup>st</sup> Century Grant	Superintendent, Principals, Teachers, Special Programs Coordinator				
All staff will provide weekly parental communication – may include: take-home folders, phone calls, emails, newsletters, School Messenger calls, Remind101, district website, Facebook, etc. – ensure communication is positive as well as addressing challenges, build positive and encouraging relationships with parents		All Staff				
Provide student surveys to obtain parent and student feedback in order to target improvements for students, parents, and community		Coord. School Improvement; C&I Director				
Student/Parent/Teacher Conferences When Needed		Teachers, Principals				
Plan/prepare for events and monitor; ensure early/regular communication of scheduled events		Principals				
Continuing education courses for parents in CNA, ESL, and GED to occur for 2020-2021 through a partnership with the Literacy Council of Williamson County		Superintendent, C&I Director				
Increase communication in Spanish as well as English for bilingual families		All Staff				
Student led conferences will be conducted 2 times a year to connect with the families and move ownership of learning to student and families		Principals, teachers				
Opportunities for Virtual Participation		All Staff				
Open House; STAAR Night; Literacy Night; Grandparents Day; Fall Festival; Veterans Day Assembly, Christmas Concerts, Lights on after School, Homecoming Parade.						
<b>For Reviews:</b> ✓ = Accomplished   ☐ = Continue/Modify   ➕ = Considerable Progress   ⚡ = Some Progress   ☐ = No Progress   ✕ = Discontinue						

## Goal #5: Efficient Financial and Facility Operations

2022- First Rating “A” 98, Moody’s Rating “AAA”, 2021- First Rating “A” 92, Moody’s Rating “AAA”

**Performance Objective 1:** Earn an “A” in Financial Integrity Rating System of Texas (FIRST)

**Performance Objective 2:** Maintain low monthly utility bill costs

**Performance Objective 3:** Ensure the ongoing financial stability and growth of the district

**Evaluation Data Sources / Evidence Demonstrating Progress:** utility records, School Board Meeting minutes, financial documentation and reports

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Seek Grant Opportunities to Offset Budget Costs for Programs, Activities, Building Maintenance, etc.		Special Programs Coordinator, Superintendent				
Fast Growth School District, increasing overall student enrollment each year		All Staff, Superintendent				
Run a Balanced Budget with a surplus at the end of each school year		Superintendent, Finance Director				
Increase overall fund balance each year		Superintendent, Finance Director				
Meet with directors, principals, and staff to plan budget expenses for the upcoming school year, in order to budget accordingly		Superintendent, Finance Director, Directors, Principals				
Make school district financial information available – to include district check register posted on district website	General Funds	Superintendent, Finance Director				
Ensure community outreach to include civic, church, political, and business leadership – to include VFW mentoring on campus		Superintendent				
Investigate the possibility of refinancing existing bond debt		Superintendent				
Develop a long-term vehicle replacement and maintenance program		Maintenance Director, Superintendent				
Develop a “Facilities Strategic Plan” for ongoing maintenance, up-dates, and replacement schedule for the cafeteria, library, playground, secondary campus, elementary campus, Ag shop, athletic facilities, HVAC’s, and buses.. Plan will include age, construction date, needs assessment, priorities, and replacement schedule		Superintendent, Long Range Facility Committee, Region 13				
Board Facilities Workshop- to prioritize facility needs		Team of 8				
Form a Long Range Facilities Committee- To look at facility audit information, tour the school district, and further prioritize facility needs, and formulate a long range facilities plan		Superintendent, Team of 8, Long Range Facilities Committee				
<b>For Reviews:</b> ✓ = Accomplished    ☐ = Continue/Modify    + = Considerable Progress    ✚ = Some Progress    ☐ = No Progress    ✕ = Discontinue						

