Bartlett Independent School District

2021-2022 Campus/District Improvement Plan

Board of Trustees
Jessica Belcher, President; Zachary Buchhorn, Vice President; Sheri Braun, Secretary; Tammie Hunt, Member;
Sarah Perez, Member; Pablo Solorio, Member; Josh Cox, Member

Superintendent of Schools
Teddy Clevenger

Principals
Austin Crawley, Secondary; Angie Peace, Elementary

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

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	

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

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 384 students in grades Pre-Kindergarten through 12th. This student population is 68% Hispanic and 88% are Economically Disadvantaged.

Demographics Strengths
The close-knit community and small student population 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.

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

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

** See Appendix A of Texas' ESSA Plan
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
https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/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%
Campus/LEA Target Goals	2020	xx%	30%	30%	xx%	xx%	xx%	xx%	xx%	25%	xx%	xx%	xx%	xx%
	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
** See Appendix A of Texas' ESSA Plan
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Student Academic Achievement Summary

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)

3rd Grade Reading STAAR Summary	Tested Year	2015	2016	2017	2018	2019	2020	2021
	Approach Standard	67%	62%	83%	80%	61%	NR	48%
	Meets Standard				30%	17%	NR	8%
	Advanced Standard	13%	13%	3%	20%	6%	NR	0%
3rd Grade Math STAAR Summary	Tested Year	2015	2016	2017	2018	2019	2020	2021
	Approach Standard				95%	83%	NR	8%
	Meets Standard	NA	67%	63%	60%	50%	NR	0%
	Advanced Standard	NA	3%	8%	20%	11%	NR	0%
4th Grade Reading STAAR Summary	Tested Year	2015	2016	2017	2018	2019	2020	2021
	Approach Standard				56%	77%	NR	42%
	Meets Standard	68%	83%	36%	28%	36%	NR	13%
	Advanced Standard	12%	6%	7%	16%	9%	NR	0%
4th Grade Math STAAR Summary	Tested Year	2015	2016	2017	2018	2019	2020	2021
	Approach Standard				72%	64%	NR	29%
	Meets Standard	NA	67%	45%	52%	32%	NR	4%
	Advanced Standard	NA	11%	2%	20%	12%	NR	0%
4th Grade Writing STAAR Summary	Tested Year	2015	2016	2017	2018	2019	2020	2021
	Approach Standard				52%	55%	NR	25%
	Meets Standard	76%	78%	24%	32%	18%	NR	0%
	Advanced Standard	4%	17%	2%	0%	0%	NR	0%
5th Grade Reading STAAR Summary	Tested Year	2015	2016	2107	2018	2019	2020	2021
	Approach Standard				76%	71%	NR	62%
	Meets Standard	77%	71%	50%	21%	29%	NR	33%
	Advanced Standard	18%	19%	10%	12%	21%	NR	19%
5th Grade Math STAAR Summary	Tested Year	2015	2016	2017	2018	2019	2020	2021
	Approach Standard				76%	88%	NR	45%
	Meets Standard	NA	65%	40%	53%	54%	NR	14%
	Advanced Standard	NA	5%	5%	15	17%	NR	5%

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

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

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 - 20:
    - 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 - 3rd grade Math pass rate (96%), 3rd grade Reading passing rate (84%), and all secondary EOC tested areas exceeded state performance averages

2019 District STAAR Progress Measure

STAAR Test	1 YR Progress (1 pt)	1-2 YRS Progress (.5 pt)	<1 YR Progress (0 pts)
Math (overall)	39.0%	17.7%	43.2%
Reading (overall)	61.3%	11.7%	26.8%
4th Reading			
4th Math			
5th Reading			
5th Math			
6th Reading			
6th Math			
7th Reading			
7th Math			
8th Reading			
8th Math			
EOC Algebra I			
EOC English II			

Student Academic Achievement Needs
- **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. <u>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).</u>
- 6 Week Assessments on All Tested Subjects
- Technology for English Language Learners (Earpods)
- 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. <u>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).</u>
- Increase student achievement on all assessments
- Increase student academic growth
- 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
- 6 Week Benchmarks (All tested subjects)
- Beginning of the Year, Middle of the Year, End of the Year Assessments in Reading and Math

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), 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

Committee Role	Name	Position
District Level Administrator/Parent	Teddy Clevenger	Superintendent
Administrator	Austin Crawley	Principal
Administrator	Angie Peace	Principal
Educational Consultant	Mary Black	Texas Instructional Leader Coach
Administrator	Rachel Fahrig	Curriculum/21st Century Director
Administrator	Amanda Caskey	Dean of Students
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	Elementary/Secondary (English) Teacher
Classroom Teacher	Robin Aldridge	Secondary Math Teacher

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)

Performance Objective 3: 50% or more of students will achieve Meets on STAAR assessment

Performance Objective 4: 90% of students will meet or exceed the level of Approaches for the STAAR (in each subject area)

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); 21st 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 21st 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 4th-12th, utilization of computer labs by grades PreK-12th, use of software (such as: iStation, Study Island, Khan Academy, Flocabulary, Edgenuity, Path Blazer, StemScopes, etc.)		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 - Silent Reading Initiative K-12 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			
Principal Training- Courageous Principal Leadership Training. TIL Grant, TEKSCON		Principals, Superintendent			
100 New Laptops and 50 New Internet HotSpot Devices for Students. New Teacher Lap Tops		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 12th 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)

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; 21st 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 21st 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/Dean of Students Meetings with Parents/Students monthly regarding Scholarships		Counselor, Dean of students				
Counselor/ Dean of Students Meetings with Parents/Students monthly regarding FAFSA, Dual Credit, and Degree Plans		Counselor, Dean of students				

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 (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 20-21 seniors was $42,000 from dual credit courses, and the total in scholarship award is $103,000

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.)	21st Century Grant; General Funds	Teachers, Principals, Coaches, Athletic Director, Club/Activity Sponsors				
Utilize 21st Century ACE program for practice activities and enrichment after school		Coaches, Club/Activity 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				
Monetary incentives (stipends) for staff sponsorship of many organizations, clubs, UIL activities, etc.		Principals, Superintendent				

Strategy Description		Monitor	Reviews
Implement TOP Dog class 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	

| **For Reviews:**   ✔ = Accomplished   = Continue/Modify   ✚ = Considerable Progress   ✦ = Some Progress   = No Progress   ✖ = Discontinue |

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 Coordinator, Teachers				
Principal 6 Week Data Meetings with Core Teachers		Principals, Superintendent				
A-TEAM (Academic ISS/No "0" policy)						

For Reviews: ✔ = Accomplished = Continue/Modify ✚ = Considerable Progress ✚ = Some Progress = No Progress ✖ = Discontinue

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 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 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				
For Reviews: ✔ = 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				
For Reviews: ✔ = 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				
Ensure temperature checks are done each morning		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				
District wide face coverings all day while on campus or bus or school event, when NOT participating in extracurricular/sporting event		Principals, ISS Teachers				
Social Distancing where permitted/allowed		Principals, School Improvement Facilitator				
Flexible schedules to include Longer lunches, longer passing periods, and hand washing		Principals				
Educational videos and professional development for students and staff regarding proper hand washing techniques and proper PPE techniques at the beginning of school and at the beginning of each nine weeks.		Principals				
New Pick Up Drop Off Locations (Crossing Safety/Minimizing Building Capacity)		Superintendent, Principals				
BISD Bully Policy in Student Handbook and posted on website, Anti-bullying training for all staff, Anonymous reporting available online on website, and all bullying reports are investigated.		Superintendent, Principals, Teachers				

For Reviews: ✔ = 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	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 Bulldog Weekly		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				
Administrators will maintain professional support for staff		Superintendent, Principals				
Ongoing activities and monitoring to improve school culture and climate		Principals, Coord. School Improvement				
Establish family environment that is support oriented		Superintendent, Principals				
Promote the positives (facebook, school messenger, website, newspaper)		Superintendent, Principals				
Food Truck for Staff		Superintendent, Principals				
Administrative Team Cooks Breakfast for Staff every 9 weeks, Thanking Staff For All they Do		Superintendent, Principals				
New Staff Laptops and PC's		Superintendent, Technology				
Longevity Pay for ALL staff at the End of Fall Semester		Superintendent				

For Reviews: ✔ = 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: Open House; STAAR Night; Literacy Night; Grandparents Day; Fall Festival; Veterans Day Assembly, etc.
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; 21st 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				
Assist students in preparing for Student-Led Conferences and monitor for 100% participation		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				

For Reviews: ✔ = Accomplished   = Continue/Modify   ✚ = Considerable Progress   ✚ = Some Progress   = No Progress   ✖ = Discontinue

Goal #5: Efficient Financial and Facility Operations

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

Performance Objective 2: Decrease utility usage by 10%
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 dept		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				
For Reviews: ✔ = Accomplished = Continue/Modify ✚ = Considerable Progress ✤ = Some Progress = No Progress ✖ = Discontinue						