Bastrop Independent School District

Bastrop Intermediate

2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required

Mission Statement

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

Vision

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

Staff Committments

At Bastrop Intermediate School we are committed to the following:

1.	Providing safe learning envrioment for all students
2.	High levels of acadmic achievemnt for all students
3.	Builind and maintaining positive trusting relationships with all stakeholders

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Breakdown

Ethnic Distribution:	2016-17	2017-18	% Change
African American	6.72%	6.04%	-0.68%
Hispanic	54.87%	56.43%	1.56%
White	34.57%	33.03%	-1.54%
American Indian	0.41%	0.26%	-0.15%
Asian	0.69%	0.77%	0.08%
Two or More Races	2.74%	3.47%	0.73%
Other Indicators:			
ELL	17.97%	19.02%	1.05%
Eco. DIs.	60.22%	65.17%	4.95%
At-Risk	71.60%	56.17%	-15.43%
SpED	13.17%	12.34%	-0.83%
G/T	8.50%	9.51%	1.01%
Enrollment:	729	778	6.72%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

For the 2017-18 School year Bastrop Intermidates School was rated in 3 Domains and was rated as Improvement Required overall

Domain I Student Achievement

    STAAR Preformance - Met Standard

Domain II School Progress

    Student Academic Growth - Improvement Required

    Relative Performance - Met Standard

Domain III

    Closing the Gaps - Improvement Required

Content	2016-17 STAAR PREFORMANCE				2017-18 STAAR PREFORMANCE			
	Approaches	Meets	Masters	PL AVG	Approaches	Meets	Masters	PL AVG
5th Grade Math	79%	34%	13%	42%	83%	38%	15%	45%
5th Grade Reading	64%	31%	14%	36%	68%	34%	12%	38%
5th Grade Science	60%	31%	13%	35%	54%	25%	9%	29%
6th Grade Math	67%	35%	12%	38%	59%	27%	11%	32%
6th Grade ELA	54%	24%	12%	39%	51%	27%	9%	29%
BIS Overall Preformance Average				38%				35%

Student Achievement Strengths

2017-18 STAAR results show growth across all preformance levels in 5th grade math. 5th Grade Reading results show an increase in the percentage of students preforming at Approcaches and Meets level. BIS earned points in Domain III for Closing Gaps in 5th Grade SpED Math Performance

For the 2018-19 School year BIS has developed an instructional proity plan with ELA and Math as central focus by adopting an instructional frame work MCP that addresses the needs of all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student performance on Math and Reading assessments lag behind state average

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Bastrop Intermediate School meet the state's highly qualified requirements.

20 new teachers joined Bastrop Intermediate School for the 2018-19 School including one teaching growth position. 4 Para professional positions were created to support student intervention. BIS employee turnover rate is 36.3%.

Teachers at BIS with 0-5 years experience - 26

Teachers at BIS with 5-10 years experience - 5

Teachers at BIS with 10+ years experience - 16

Staff Quality, Recruitment, and Retention Strengths

1. Core teachers are scheduled to PLC for 1 hour weekly on Tuesday and Thursday. Science and Social Studies Meet 7:30 - 8:30. ELA and Math 4:00-5:00
2. SpED and RTI teachers are scheduled to attend PLC with content areas to ensure alignment.
3. Number of ESL certified teachers on campus has more that doubled from 2017-18
4. All teachers participate in ongoing professional development via faculty meetings and conference periods that is aligned to campus instructional framework
5. New teachers are teamed with a mentor teacher.
6. All mentor teachers attended training prior to taking on the role of mentor teacher.
7. Mentor and Mentees were provided training and handbooks with specific activities and requirements for successful completion of the mentor program.
8. New teachers form a PLC that meets twice monthly during fall semester and once monthly during spring semester under the leadership of campus instructional coaches

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

- The Curriculum focus at Bastrop Intermediate school is a guaranteed and viable curriculum that includes required and recommended resources and is based upon instructional focus documents developed by TEKS Resource System. District and campus personnel began working on a website to ensure that all teachers would have access to such a curriculum with phase one rolled out to all of BISD at the start of the 2018-19 School year.

Instruction and Intervention

- All teacher were trained in Model Classroom Project which serves as the instructional model for BIS.
- All students are given universal screeners in Math and Reading using Imagine Math and iStation. Students below level are given a 2nd diagnostic screener. That information is used in conjunction with STAAR Results to determine intervention (Bear Time) groupings. Students are purposely grouped according to academic needs for Bear Time. Intervention periods utilize a variety of supports that include Step Up to the STAAR, Measuring Up, iStation and Imagaie Math. Additionally 4 RTI Para professionals provide push in support to Math and ELA classes to facilitate low student to teacher ratios roughly 10:1. Certified ELA and Math RTI teachers pull students identified as Teir 3 during Bear Time
- Tutoring is provided daily from 7:30-8:30 via learning lab and 4:00-6:00 via our grant funded ACE program
- Monthly "Student Progress Meetings" are held to review student data and evaluate effectiveness of intervention and instruction

Assessment

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

Planning

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

Curriculum, Instruction, and Assessment Strengths

- Creation of Intervention Department (2 Teachers and 4 Paras) who provide daily targeted intervention in support of classroom teacher
- Monthly student progress meetings ensure a tight focus on student preformance

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Student data shows majority of students read below their grade level

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

- Students are provided with a folder that is used to communicate with parents on a weekly basis. Folders are sent home every Thursday.
- BIS will send home a monthly newsletter that highlight campus initiatives and events.
- BIS has several family academic nights including Meet the Teacher, Open House, Literacy night, Math and Science night, band and choir programs, school musical, etc.
- Students receive regular progress reports and parents and students have access to Skyward so they can check progress on daily basis if they so choose.
- A link is provided on our website to a weekly newsletter. This letter contains the weekly academic topics and up coming projects.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increase positive communication to parents **Root Cause**: Over-reliance on electronic forms of communication has resulted in limiting access to information.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

- A master schedule and calendar maximizes the amount of time spent on instruction and decrease class sizes.
- Unnecessary interruptions to the instructional day are kept to a minimum.
- RTI is being utilized successfully through daily intervention classes campus wide.
- BIS performs safety drills regularly and efficiently to ensure the safety of all students.
- Teachers accommodates special populations through ESL, bilingual, CBS, dyslexia, inclusion, life skills, resource classes, system 44, read 180, and leveled reader programs.
- There are various support programs on campus which include ACE, before and after school tutorials, Saturday school, and daily interventions.
- 2017-18 School year produced 1693 discipline referrals, which represents a 12.4% decrease from 2016-17

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: 2017-18 School year produced 1693 discipline referrals, which represents a 12.4% decrease from 2016-17 **Root Cause**: Lack of consistency with respect to expectations and accountability

Technology

Technology Summary

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: 5% decrease in referrals written, ISS, OSS, and DAEP placements.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 3) Implementation of an SEL program by starting each week with with 2nd Step SEL lesson during "Bear Time". -"Mindful Mondays" -"Thoughtful Tuesdays" (1D)	2.5, 2.6	Admin, Leadership Team, District Support	Teach and reinforce appropriate school behavior to allow for more time to be spent on instruction.				

PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 4) PBIS practices, to include clear and consistent campus expectations, Safe, Respectful, and Responsible. Monthly "Groundwork Team" meeting to review campus and student discipline data. Monitoring with 6 Indicators (1B) & (2D)	2.5, 2.6	Admin, Leadership Team, District Support	Decrease in off task and inappropriate behavior.	◔			
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6	2.5, 2.6	Admin, Leadership Team, District support.	Increase in the amount of school appropriate behavior.	◔			
5) Use of HERO K12 as positive behavior monitoring and incentive system, Monthly HERO Socials and Monthly HERO Store. (1B)	Funding Sources: 211 - Title I, Part A - 3000.00, 199 - General Fund - 1000.00						
6) BIS Admin will responded to all discipline referrals and reports of bullying within 36 hours. (1C)				◔			
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue							

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

Performance Objective 2: Student Achievement as measures at Meets grade level will be:

5th Math - 46%
5th ELA - 45%
5th SCI - 35%
6th Math - 46%
6th ELA - 44%

Each goal accounts for 5-7% cohort growth.

Student performance measured at Masters will increase 5%.

Evaluation Data Source(s) 2: 2018-19 STAAR Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 1) Implementation of guaranteed and viable curriculum that includes required and recommended resources. Including - District Website - MCP - BIG 8 Strategies (2A)	2.4, 2.5, 2.6	Admin and Leadership Teams	Decrease variances in student achievement Problem Statements: Student Achievement 1				

Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Campus wide implementation of balanced literacy in all reading classrooms with a focus on guided reading (2B)	2.4, 2.5, 2.6	Admin, Leadership, and district support staff	More 1:1 time with teacher will increase student achievement				
	Problem Statements: Student Achievement 1						
3) Campus wide implementation of guided math and focus on: - Fact Fluency - Problem Solving (UPS) - Algebra Readiness (2B)							
4) Increased literacy focus in Science classrooms incorporating small guided groups with focus hands-on and real world applications. (2B)							

✔ = Accomplished ➜ = Continue/Modify ◐ = Considerable ◔ = Some Progress ⚪ = No Progress ✘ = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student performance on Math and Reading assessments lag behind state average

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

Performance Objective 3: 70% of all BIS students will show expected progress in Reading and 75% of all BIS students will show expected progress in Math.

    Evaluation Data Source(s) 3: 2018-19 STAAR Data

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Jan**	**Mar**	**June**
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) Develop and implement a comprehensive and effective academic RTI program, that utilizes universal screeners in Math and ELA and ongoing student progress monitoring to adjust to student academic needs and daily small group 12:1 student intervention. (2D)	2.4, 2.5, 2.6	Admin, Leadership, Tyson and Cave	Increase in student achievement and progress.	◑			
			Problem Statements: Student Achievement 1				
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Create and staff 4 para professionals positions to support academic RTI with a push in support schedule to reflect student need.		Brown, Tyson, Cave	Additional staff lowers student teacher ratio to close to 10:1 to allow for more individualized instruction, enrichment and remediation.	✔	✔	✔	
			Problem Statements: Student Achievement 1				
3) Create, implement and monitor student data folders and individualized data tracking in Reading and Math.				◔			
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement

Bastrop Intermediate
Generated by Plan4Learning.com

Campus #011901-104
October 9, 2018 8:11 pm

Problem Statement 1: Student performance on Math and Reading assessments lag behind state average

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

Performance Objective 4: Significantly raise SpED (R 13/M 13) , EL (R 23/M 26), and Econ Dis (R 23/M 24). achievement as measured in Domain III by improve 10% respectively.

    Evaluation Data Source(s) 4: STAAR 2018-19 Domain III

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	Jan	Mar	June
1) Implement Co-Teach inclusion model with targeted professional development throughout school and schedule PLC time for SpED team to join content teams. (2C)							
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) Implementation of System 44 and Read 180 as SpED reading intervention. (2C)	2.6	Admin, Leadership Team, District Support	Increased student achievement				
3) Implementation of Math 180 as SpED math intervention. (2C)	2.6	Admin, Leadership Team, Anne Miller, District Support	Increased student achievement				

Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4		B					
4) Incorporation of sheltered instruction practices via Model Classroom Project. i.e. -Vocab Enhancement - ILOs - Wordwalls - Randomized Questions with wait time (2C)							

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

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

Performance Objective 1: 100% of BIS Campus communication will be transmitted via multiple mediums and will be offered in both English and Spanish to increase parental involvement by 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) BIS will utilize a weekly communication folder to send home paper copies of newsletters and other information. That same information will be shared digitally using various district platforms (3A & 3C)			Problem Statements: Parent and Community Engagement 1	◕			
2) BIS will schedule, advertise, and conduct, 4 parent engagement events, Meet The Teacher, Back to School Night, Literacy Night, and Math & Science Night.				◕			
3) BIS will schedule, advertise, and conduct student recognition events at the end of grading cycles for A and AB Honor Roll, and Perfect Attendance.				◕			
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Increase positive communication to parents **Root Cause 1**: Over-reliance on electronic forms of communication has resulted in limiting access to information.

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

Performance Objective 2: BIS will coordinate 100% of safety drills, training and audits with BISD PD and will reduce drill time by 2%

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) BIS will schedule and debrief a minimum of two safety drills per month. -Parents informed regarding drill expectations (1A & 3C)		Admin	Increase in campus safety awareness				
2) BIS will schedule and preform bimonthly visits from BISD PD drug dog							
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

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

Performance Objective 1: 100% of new BIS Staff will be ESL certified by the end 2018-19 school year (2C)

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 7 1) Staff in need of ESL Certification will be afforded the opportunity to attend district prep session (2C)	2.6	Admin	Increased number of ESL Certified Teachers	◕			
Critical Success Factors CSF 7 2) BIS will actively recruit EC-6 ESL and Bilingual certified teachers (2C)		Admin. Human Resources Support	Increase in the number of ESL and Bilingual Certified Teachers	◕			
		Problem Statements: Staff Quality, Recruitment, and Retention 1					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: BIS lacks highly qualified Bilingual teachers and has applied for Bilingual waivers three consecutive years

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

Performance Objective 2: BIS will retain 90% of employees.

    Evaluation Data Source(s) 2: 2018-19 Hiring Data

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 7 1) Utilization of systemic teacher mentor program developed by BISD service center (3A & 3C)		Admin		🟠			
Critical Success Factors CSF 7 2) Monthly New Teacher PLC Meeting (3A & 3C)		IC's	Increase in teacher efficacy and retention	🟠			
3) BIS will foster positive staff morale by: - Weekly Check-ins - Acknowledging Birthdays - Organizing staff socials - Monthly Teacher treats via PTA				🟠			
✔️ = Accomplished ➡️ = Continue/Modify 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue							

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

Performance Objective 1: BIS will increase the percentage of student and families that participate in activities and events at BIS by 10% (3B)

Evaluation Data Source(s) 1: Sign-In Sheets

Summative Evaluation 1:

				Reviews			
Strategy Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
1) BIS will partner with community organizations such as Cap City Kids and PTA to conduct outreach events (3B)							
✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Implementation of guaranteed and viable curriculum that includes required and recommended resources. Including - District Website - MCP - BIG 8 Strategies (2A)
1	2	2	Campus wide implementation of balanced literacy in all reading classrooms with a focus on guided reading (2B)
1	3	1	Develop and implement a comprehensive and effective academic RTI program, that utilizes universal screeners in Math and ELA and ongoing student progress monitoring to adjust to student academic needs and daily small group 12:1 student intervention. (2D)
1	3	2	Create and staff 4 para professionals positions to support academic RTI with a push in support schedule to reflect student need.
1	4	2	Implementation of System 44 and Read 180 as SpED reading intervention. (2C)
1	4	4	Incorporation of sheltered instruction practices via Model Classroom Project. i.e. -Vocab Enhancement - ILOs - Wordwalls - Randomized Questions with wait time (2C)

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Daniel Brown	Principal

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	HERO K12 Annual Contract		$1,000.00
				Sub-Total	$1,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	HERO K12 Annual Contract		$3,000.00
				Sub-Total	$3,000.00
				Grand Total	$4,000.00