

Bastrop Independent School District
Bastrop Middle
2018-2019 Campus Improvement Plan

Mission Statement

High Achievement for All students through Consistent Effort, Collaboration, and Critical Thinking.

Vision

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

Core Beliefs

Consistent Effort: BMS will support high expectations and consistent effort through a growth mindset.

Collaboration: BMS will achieve success through open and honest communication and collaboration.

Critical Thinking: BMS will improve critical thinking and problem solving through literacy development in all content areas.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Breakdown	15-16	16-17	17-18
African American	7.8%	7.8%	5.6%
Hispanic	45%	48.8%	57.3%
White	43%	38.9%	33.5%
American Indian	1.0%	.4%	.13%
LEP	9.5%	12.6%	16.5%
GT	11%	7.5%	6.4%
Eco Dis	58.4%	56%	62.4%
At-Risk	45%	59.3%	64%
SPED		11.3%	11.4%

Demographics Strengths

BMS 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: BMS at risk population is growing rapidly. **Root Cause:** Demographic as well as economic needs of the community and school are changing rapidly.

Problem Statement 2: BMS LEP population is increasing each year. **Root Cause:** Demographics of the community and school are changing.

Student Achievement

Student Achievement Summary

7th Math	16-17	17-18
Approaches	59%	61%
Meets	28%	36%
Masters	10%	18%

7th Reading	16-17	17-18
Approaches	61%	55%
Meets	29%	28%
Masters	13%	14%

7th Writing	16-17	17-18
Approaches	49%	44%
Meets	20%	22%
Masters	2%	5%

8th Grade Math	16-17	17-18
Approaches	73%	68%
Meets	21%	34%
Masters	3%	7%

8th Reading	16-17	17-18
Approaches	74%	70%
Meets	39%	31%
Masters	15%	13%

8th Science 16-17 17-18

Approaches	72%	60%
Meets	43%	34%
Masters	12%	14%

8th Social Studies 16-17 17-18

Approaches	50%	46%
Meets	37%	18%
Masters	43%	9%

8th Algebra 1 16-17 17-18

Approaches	98.45	98.55
Meets	68.99	68.84
Masters	36.43	35.51

Student Achievement Strengths

Overall STAAR Performance increased 7th grade Mathematics.

Masters percentage increased in 5 out of the 8 tested subjects.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 7th and 8th grade reading percentage for approaches and meets decreased from 2017 to 2018 **Root Cause:** Students are not reading enough texts that are just above their level and are not accessing content specific vocabulary.

Problem Statement 2: 8 grade math percentage decreased in approaches. Even though meets and master improved it is still low percentage rates at 34% for meets and 7% for master. **Root Cause:** PAP students do not take 8th grade math, which usually increase the meets and masters percentages.

School Culture and Climate

School Culture and Climate Summary

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Year	Attendance %
2015-2016	95.60%
2016-2017	94.90%
2017-2018	94.37%

Campus teacher climate survey revealed the following two areas as greatest areas of need.

1. Behavior support and Classroom Management
2. Consistent administration that welcomes input and listens to staff concerns.

School Culture and Climate Strengths

New administrative team including new principal and new assistant principal.

Focus on consistency with discipline and supporting teachers within their classroom.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students attendance total decreased from 95.6% in 2016 to 94.9% in 2017 and now down to 94.4% in 2018. **Root Cause:** Students who are absent are absent frequently and the campus struggles to provide adequate incentives and supports to encourage attendance.

Problem Statement 2: Staff survey reveals campus expectations and student behavior as focus area for 2018-2019. **Root Cause:** Campus systems and expectations vary between classrooms, creating uncertainty for students as to the expected behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Turn-Over

Year	Total
2015-2016	20
2016-2017	9
2017-2018	15
2018-2019	6

Staff Quality, Recruitment, and Retention Strengths

Decreased loss of staff and increased retention rate.

Implemtened campus and district new teacher mentor program.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: When teachers leave after 1 or 2 years in BISD, the training and investments of the district leave with them. **Root Cause:** Being so near the Austin area, new teachers frequently commute to Bastrop and once they gain more experience move on to positions closer to home.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Implemented district and campus systems for the following:

- District Curriculum Website focused on viable curriculum
- Weekly aligned lesson plans due for each subject
- PLCs twice a week for one hour built into master schedule
- Common Assessments entered into eduphoria for data purposes
- Added academic targets to assessment calendar for tracking of student progress
- Posted learning objectives, language objective and agenda in every class.

Curriculum, Instruction, and Assessment Strengths

Aligned curriculum with viable resources.

Time committed to in dept, data focused planning weekly.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: BMS struggled to identify student performance at the SE and individual student level. **Root Cause:** Focus was placed on developing lesson plans for the year with less emphasis placed on utilizing data to adjust these lessons.

Problem Statement 2: STAAR data, staff surveys, walkthrough and learning walk feedback suggests many Bastrop Middle School students struggle to explain in-depth thinking and learning through speaking and writing. We note there is a drop in performance related to depth and complexity of task, specifically reading tasks. **Root Cause:** Over scaffolding of instruction and failure to set consistent expectation of non-volunteer questioning and presenting

Parent and Community Engagement

Parent and Community Engagement Summary

In 2017-2018 BMS participated in the following community involvement activities.

Every 5 Weeks Character Education Breakfast, 3 Dance performances, 2 Plays, 42 Home sporting events, Hosted Hoops Stars, Partnered with HEB for Meet the Teacher, Donated 1200 canned goods to Casa House, Produced Weekly update newsletter, Kept events on webpage up to date via google calendars, Held Meet the Teacher Night, Received 24,000 in Bastrop Educations Foundation Grants, Developed Friends of Texas Public Schools Network which provided gifts of thank you to many of our supporters.

Parent and Community Engagement Strengths

Community support always helpful and positive.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: BMS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events which focus on academic performance. **Root Cause:** Parents, students and teachers are often involved in multiple activities.

School Context and Organization

School Context and Organization Summary

Faculty at BMS take pride in the teaching profession and continually strive to uplift and maintain a positive school environment. Improving the perception of BMS is vital to the staff. We constantly strive to achieve academic excellence and build social character. Focus goes beyond scores on standardized tests. BMS 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.
- BMS performs safety drills regularly and efficiently to ensure the safety of all students.
- Teachers accommodate special populations through ESL, bilingual, CBS, dyslexia, inclusion, life skills, resource classes, system 44, read 180, and leveled reader programs.
- There are various support programs on campus which include ACE, before and after school tutorials, Saturday school, and daily interventions.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Perception of BMS there is negative campus culture **Root Cause:** Lack of consistency with respect to expectations and accountability

Technology

Technology Summary

Review of lesson plans reveals continued growth across campus to utilize technology in the classroom.

12 Classroom currently utilize google classroom.

BMS students have access to 250 Laptops - 1 to 1 class sets in all ELA classrooms and 1 class set for check out.

BMS students have access to 400 Chromebook - 1 to 1 class sets in science and 1 to 2 class sets in social studies classrooms and two class sets for check out.

4 Classrooms at BMS are equipped Desktops at a 1 to 1 basis. 7 Classrooms are equipped with desktops at a 1 to 3 basis for SPED, reading, and math support.

BMS utilizes a Bring Your Own Device Policy, in which we focus on teaching students appropriate use of technology!

3 meetings have been conducted this year to assess our progress on our BYOD policy. Every classroom is equipped with a see through shoe holder in it, and on days when students are not utilizing personal devices for learning, they are asked to place the devices in the shoe holder so that it does not disrupt learning. On days when students are using the devices they keep their devices with them.

Each teacher has an interactive data projectors, laptop and document camera.

Our campus receives the support of a full time Technology Integration Specialist as well as central administration specialist who meets weekly with PLC's to work on seamlessly integrating technology into the classroom.

Technology Strengths

Access to technology

Systemic plan for utilization of technology

Inclusion of technology into instructional practice

Problem Statements Identifying Technology Needs

Problem Statement 1: TLI Grant Technology is becoming outdated and non-usable. **Root Cause:** Technology was purchased without sustainability plan over long term.

Problem Statement 2: Classrooms utilizing laptops and Chromebooks for google classroom frequently struggle with band width. **Root Cause:** Technology use is centralized in our science wing.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data

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: Skyward Data

Summative Evaluation 1:

Strategy Description	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.				
3) PBIS practices, to include clear and consistent campus expectations, Safe, Respectful, and Responsible. Monthly "Groundwork Team" meeting to review campus and student discipline data. 1B	Leadership Team	Decrease of off task and inappropriate behavior.				
	Problem Statements: School Culture and Climate 2					
4) Social Emotional Learning lesson will be conducted by all advisory teachers each week on Mondays to help foster positive relationships. A follow up lesson will be conducted at the end of the week during advisory as well. Lessons are shared in weekly newsletter to ensure consistent implementation. 1D	Counselors, Social Worker, Admin Team	Teach and reinforce appropriate school behavior to allow for more time to be spent on instruction.				
	Problem Statements: School Culture and Climate 1, 2					

5) All discipline referrals and reports of bullying will be addressed by administration within 36 business hours. (3A, 3C)	Administration Team	Increase the level of support felt by administration to students and teachers.				
	Problem Statements: School Culture and Climate 2					
6) Campus discipline step process is created to ensure parent communication is taking place by teachers before referrals are written. (3A, 3C)	Administration Team	Decrease level of interruption in instruction and increase level of parent communication.				
	Problem Statements: School Culture and Climate 2					
						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students attendance total decreased from 95.6% in 2016 to 94.9% in 2017 and now down to 94.4% in 2018. Root Cause 1: Students who are absent are absent frequently and the campus struggles to provide adequate incentives and supports to encourage attendance.
Problem Statement 2: Staff survey reveals campus expectations and student behavior as focus area for 2018-2019. Root Cause 2: Campus systems and expectations vary between classrooms, creating uncertainty for students as to the expected behavior.

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

Performance Objective 2: By May 2019, BMS will increase student achievement at Meets grade level in Reading from 34% to 44% and Math from 42% to 46%.


- **7th Math - 35% (cohort improvement by 8%)
- 7th Reading - 37% (cohort improvement by 10%)
- 7th Writing - 27% (grade level improvement by 5%)
- 8th Math - 44% (cohort improvement by 8%)
- 8th ELA - 38% (cohort improvement by 10%)
- 8th Sci - 39% (grade level improvement by 5%)
- 8th SS - 23% (grade level improvement by 5%)

**This year 7th PAP students will not be included in this data.

Evaluation Data Source(s) 2: 18-19 STAAR Scores

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy 1) All lesson plans across all content areas will include reading, writing, and speaking opportunities in every instructional period. 2B	Leader: Instructional Coach Other Involved: Leadership Team	Increase differentiated learning opportunities for students to master the content.				
	Problem Statements: Student Achievement 1 Funding Sources: 199 - General Fund - 0.00					
2) Implementation of guaranteed and viable curriculum that includes required and recommended resources 2A	Leadership Team	Decrease variances in student achievement.				
	Problem Statements: Student Achievement 1, 2					
3) Ensure all common assessments are aligned with STAAR and entered into eduphoria for data tracking on students as well as used for instructional planning.	Leadership team	Increase data driven instructional decisions and ability to assess student mastery.				
	Problem Statements: Curriculum, Instruction, and Assessment 1					

4) Core teachers will have 2 - 1 hour PLCs each week built into the master schedule as well as one during their lined up conference period every 2 weeks.	Leadership Team and IC	Decrease variances in student achievement.				
	Problem Statements: Student Achievement 1, 2					
5) Leadership team will have weekly meetings solely focused on instruction.	Leadership Team	Increase level of administrative instructional support to teachers.				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 2					
						

Performance Objective 2 Problem Statements:


Student Achievement	
Problem Statement 1: 7th and 8th grade reading percentage for approaches and meets decreased from 2017 to 2018	Root Cause 1: Students are not reading enough texts that are just above their level and are not accessing content specific vocabulary.
Problem Statement 2: 8 grade math percentage decreased in approaches. Even though meets and master improved it is still low percentage rates at 34% for meets and 7% for master.	Root Cause 2: PAP students do not take 8th grade math, which usually increase the meets and masters percentages.
Curriculum, Instruction, and Assessment	
Problem Statement 1: BMS struggled to identify student performance at the SE and individual student level.	Root Cause 1: Focus was placed on developing lesson plans for the year with less emphasis placed on utilizing data to adjust these lessons.
Problem Statement 2: STAAR data, staff surveys, walkthrough and learning walk feedback suggests many Bastrop Middle School students struggle to explain in-depth thinking and learning through speaking and writing. We note there is a drop in performance related to depth and complexity of task, specifically reading tasks.	
Root Cause 2: Over scaffolding of instruction and failure to set consistent expectation of non-volunteer questioning and presenting	

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

Performance Objective 3: By May 2019, BMS will increase student progress in math to 75% and reading to 70%.

Evaluation Data Source(s) 3: 18-19 STAAR Accountability

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Development and implementation of 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. 2D	Leader: Administration Team	Increase student achievement and progress.				
Problem Statements: Student Achievement 1						
2) Staff 4 teacher assistants to support math classes, reading classes, and our ESL student population in their core content classes.	Leader: Administration Team	Additional staff lowers student teacher ratio in focus areas to provide individualized instruction, enrichment and remediation.				
Problem Statements: Student Achievement 1, 2						
3) Students will be strategically placed in 8th grade math and 8th grade reading support classes in addition to their ELA and math class to focus on closing their learning gap.	Leader: Administrative Team, counselors	To show student growth and progress on STAAR.				
Problem Statements: Student Achievement 1, 2						
4) Offer tutorials after school and on Saturdays to support students in STAAR tested subjects	Administration	Increase student achievement and progress.				
Funding Sources: 199-030 - SCE on Schoolwide - 0.00						
						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 7th and 8th grade reading percentage for approaches and meets decreased from 2017 to 2018 Root Cause 1: Students are not reading enough texts that are just above their level and are not accessing content specific vocabulary.
Problem Statement 2: 8 grade math percentage decreased in approaches. Even though meets and master improved it is still low percentage rates at 34% for meets and 7% for master. Root Cause 2: PAP students do not take 8th grade math, which usually increase the meets and masters percentages.

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, EL, and Econ Dis. achievement as measured in Domain III by improve 10% respectively.

Evaluation Data Source(s) 4: 18-19 STAAR

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Incorporate vocabulary intensive Sheltered Instruction Strategies strategies focused on accelerating ELL comprehension. 2C	Leader: Instructional Coach Other Involved: Leadership Team	Narrow the learning gap with our ELL population of students.				
	Problem Statements: Demographics 2					
2) Implementation of Read 180 and Math 180 programs into SPED instructional model. 2C	Leadership Team	Increase student achievement and narrow the gap of our SPED population of students.				
	Problem Statements: Demographics 1					
3) ELL students are strategically placed in English Language Development classes, new comers class, as well as teamed throughout core classes with added staff support. 2C	Leadership Team, ESL teacher	Narrow the learning gap with our ELL population of students.				
	Problem Statements: Demographics 2					

Performance Objective 4 Problem Statements:



Demographics
Problem Statement 1: BMS at risk population is growing rapidly. Root Cause 1: Demographic as well as economic needs of the community and school are changing rapidly.
Problem Statement 2: BMS LEP population is increasing each year. Root Cause 2: Demographics of the community and school are changing.

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

Performance Objective 1: 100% of BMS campus communication will be transmitted through various mediums.

Evaluation Data Source(s) 1: parent and student survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>1) BMS will send out weekly newsletters to parents explaining what is being taught/covered in each content area as well as a note from the admin team about upcoming events.</p> <p>3A</p>	Leader: Bruce Mercer and principal	Increase parent involvement with academics.				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - General Fund - 0.00</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>2) BMS utilizes the marquee, campus website, twitter, facebook and blackboard to communicate effectively with parents.</p>	Leader: Leadership team	Increase parent involvement with academics.				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 199-024 - State Compensatory Education - 19219.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: BMS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events which focus on academic performance. Root Cause 1: Parents, students and teachers are often involved in multiple activities.</p>

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

Performance Objective 2: BMS will coordinate 100% of safety drills, training and audits with BISD Police Department

Evaluation Data Source(s) 2: end of year audit

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All drills will be scheduled throughout the year with BISD police department involvement and communicated with staff. Feedback will be given to staff at monthly faculty meetings for continuous improvement. 1A	Leader: principal	Increase the level of safety and efficiency for the staff and students on campus.				

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

Performance Objective 3: BMS will create a welcoming and safe environment for our parents, community members, students and staff.

Evaluation Data Source(s) 3: staff, parent and student survey

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) BMS office staff will welcome all parents and community members with a smile and helpful attitude. 3C	Leader: Principal and office staff.	Improve the perception of having a welcoming and inviting campus to parents and students.				
	Problem Statements: Parent and Community Engagement 1					
2) Teachers and administration will focus on building relationships with students by greeting them at the door, smiling, welcoming them to class. 3C	leadership team and staff.	Increase the attendance rate and decrease the discipline rate.				
	Problem Statements: School Culture and Climate 1					

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Students attendance total decreased from 95.6% in 2016 to 94.9% in 2017 and now down to 94.4% in 2018. Root Cause 1: Students who are absent are absent frequently and the campus struggles to provide adequate incentives and supports to encourage attendance.
Parent and Community Engagement
Problem Statement 1: BMS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events which focus on academic performance. Root Cause 1: Parents, students and teachers are often involved in multiple activities.

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

Performance Objective 1: BMS will retain 80% of teaching staff.

Evaluation Data Source(s) 1: Hiring in spring/summer of 2019.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy 1) Implementation of New Teacher Academy including monthly PLC meetings.	Leader: Principal and IC	Increase retention rate.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
Critical Success Factors CSF 3 2) New teachers will be assigned mentors that will have regular check-ins and monthly check-list to complete.	Leader: Principal and IC	Increase retention rate.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
Critical Success Factors CSF 6 3) Utilization of Teach Like a Champion across PLC's and Campus.	Leader: Assistant Principals Other Involved: Leadership Team	Increase retention rate.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
4) Administration and IC will have intensive support for teachers throughout the year that are in need.	Administration and IC	Increase retention rate.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: When teachers leave after 1 or 2 years in BISD, the training and investments of the district leave with them. Root Cause 1: Being so near the Austin area, new teachers frequently commute to Bastrop and once they gain more experience move on to positions closer to home.

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

Performance Objective 2: Expand innovative teaching and digital learning practices among students and staff.

Evaluation Data Source(s) 2: Lesson Plans, walkthroughs and feedback

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Integrate technology usage into instruction on a continuous basis.	Leader: TIG/IC and Technology Integration Coach Problem Statements: Technology 1	Increase engagement of students within class activities and instruction.				
Critical Success Factors CSF 6 2) Purchase and sustain current technology for students use.	Leader: Principal Others Involved: Staff Problem Statements: Technology 1	Increase ability to incorporate technology throughout courses.				

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: TLI Grant Technology is becoming outdated and non-usable. Root Cause 1: Technology was purchased without sustainability plan over long term.

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

Performance Objective 3: All new teachers to BMS will have an ESL endorsement by end of the year.

Evaluation Data Source(s) 3: SBEC

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Hire teachers with ESL endorsements or monitor their progress on getting their certification within the school year. 2C	Principal	Increase number of ESL certified teachers.				
Problem Statements: Demographics 2						

Performance Objective 3 Problem Statements:


Demographics
Problem Statement 2: BMS LEP population is increasing each year. Root Cause 2: Demographics of the community and school are changing.

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: BMS will increase the percentage of student and families that participate in activities and events on campus by 10%

Evaluation Data Source(s) 1: Sign in sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) BMS will hold parent involvement nights throughout the school year including Open House, Assemblies, Spring Semester Awards and various performances. 3B	Leader: Leadership team	Increase parent and community involvement				
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	All lesson plans across all content areas will include reading, writing, and speaking opportunities in every instructional period. 2B
1	4	1	Incorporate vocabulary intensive Sheltered Instruction Strategies strategies focused on accelerating ELL comprehension. 2C
2	1	1	BMS will send out weekly newsletters to parents explaining what is being taught/covered in each content area as well as a note from the admin team about upcoming events. 3A
2	1	2	BMS utilizes the marquee, campus website, twitter, facebook and blackboard to communicate effectively with parents.
2	3	1	BMS office staff will welcome all parents and community members with a smile and helpful attitude. 3C
3	1	1	Implementation of New Teacher Academy including monthly PLC meetings.

State Compensatory

Budget for Bastrop Middle :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$201,633.33
199-24	6129 Salaries or Wages for Support Personnel	\$11,541.64
	6100 Subtotal:	\$213,174.97

Personnel for Bastrop Middle :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bastrop Middle School		Behavior Support	.5
Bastrop Middle School		Dyslexia	1.0
Bastrop Middle School		Intervention	1.0
Bastrop Middle School		Instructional Support	4.0

Plan Notes

It is worth noting in that this plan is largely the result and outcome of a 2 day "visioning" meeting held with our leadership team in the Summer of 2017. This work focused on a multitude of data, including but not limited to the data points listed in this C.I.P. The results of this work culminated with development of Stretch and S.M.A.R.T. goals, which are reflected throughout the C.I.P. The Bastrop Middle School Campus Improvement Committee in conjunction with 5 other committees as well as the campus leadership team have worked collaboratively to establish the C.I.P. as it currently exists.

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Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Planning time		\$0.00
2	1	1	Done		\$0.00
Sub-Total					\$0.00
199-024 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Tutorial Funds		\$19,219.00
Sub-Total					\$19,219.00
199-030 - SCE on Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$19,219.00