Burkburnett Independent School District

District Improvement Plan

2018-2019

Mission Statement

Burkburnett ISD, an environment of exploration where students
...Discover the value of learning,
...Increase their passion,
...Maximize their potential.

Vision

Transforming learning to inspire ALL students in an ever-changing world.

Core Beliefs

STUDENTS ARE OUR TOP PRIORITY. THEREFORE WE BELIEVE:

Formal education is a beginning; a tool to be utilized as students endeavor to pursue their individual passions

Everyone should be afforded the same educational opportunities dedicated to unlocking their unuque purpose and potential

All students can be inspired to become productive risk-takers and problem-solvers

In attracting, retaining and empowering professionals who inspire and create passion for lifelong learning in all students

Education should occur in a safe, secure, and nurturing environment, conducive to learning

Learning best occurs through effective collaboration among students, parents and guardians,

educators and the community as active, engaged participants

Technology and next generation learning should be embraced and utilized appropriately

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Comprehensive Needs Assessment

Needs Assessment Overview

Multiple sources of data were considered in the eight areas for the needs assessment. Parental input was gathered through program surveys at the end of 2017-2018 and through 2018-2019 District Visioning Panel.

Demographics

Demographics Summary

2018 Student Information	---------------- District ---------------		------------------ State -----------------	
	Count	Percent	Count	Percent
Total Students	3,241	100.0%	5,385,012	100.0%
Students by Grade: Early Childhood Education	6	0.2%	14,684	0.3%
Pre-Kindergarten	212	6.5%	231,297	4.3%
Kindergarten	240	7.4%	371,145	6.9%
Grade 1	258	8.0%	388,362	7.2%
Grade 2	257	7.9%	394,137	7.3%
Grade 3	235	7.3%	409,763	7.6%
Grade 4	247	7.6%	413,654	7.7%
Grade 5	228	7.0%	414,218	7.7%
Grade 6	208	6.4%	402,451	7.5%
Grade 7	210	6.5%	402,350	7.5%
Grade 8	230	7.1%	398,479	7.4%
Grade 9	249	7.7%	432,724	8.0%
Grade 10	221	6.8%	396,968	7.4%
Grade 11	241	7.4%	371,606	6.9%
Grade 12	199	6.1%	343,174	6.4%
Ethnic Distribution: African American	218	6.7%	679,472	12.6%
Hispanic	570	17.6%	2,821,189	52.4%
White	2,142	66.1%	1,498,643	27.8%
American Indian	23	0.7%	20,521	0.4%
Asian	36	1.1%	235,095	4.4%
Pacific Islander	3	0.1%	8,008	0.1%
Two or More Races	249	7.7%	122,084	2.3%

2018 Student Information	District Count	District Percent	State Count	State Percent
Economically Disadvantaged	1,623	50.1%	3,164,349	58.8%
Non-Educationally Disadvantaged	1,618	49.9%	2,220,663	41.2%
English Learners (EL)	43	1.3%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	49	1.3%	73,713	1.3%
At-Risk	1,319	40.7%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability: Total Students with Disabilities	344		488,463	
By Type of Primary Disability Students with Intellectual Disabilities	146	42.4%	211,650	43.3%
Students with Physical Disabilities	85	24.7%	107,029	21.9%
Students with Autism	35	10.2%	64,238	13.2%
Students with Behavioral Disabilities	72	20.9%	98,927	20.3%
Students with Non-Categorical Early Childhood	6	1.7%	6,619	1.4%

	- Non-Special Education Rates -		- Special Education Rates -	
Student Information	District	State	District	State
Retention Rates by Grade: Kindergarten	3.1%	1.8%	4.0%	6.9%
Grade 1	1.8%	3.4%	5.0%	6.2%
Grade 2	0.0%	2.1%	0.0%	2.6%
Grade 3	0.0%	1.3%	0.0%	1.0%
Grade 4	0.5%	0.6%	0.0%	0.5%
Grade 5	0.0%	0.7%	0.0%	0.6%
Grade 6	0.0%	0.5%	0.0%	0.6%
Grade 7	0.0%	0.7%	0.0%	0.6%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	0.5%	8.0%	0.0%	13.5%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records): Elementary: Kindergarten	18.0	18.7
Grade 1	16.8	18.8
Grade 2	16.6	18.8
Grade 3	16.2	19.0
Grade 4	19.4	19.2
Grade 5	19.8	21.2
Grade 6	15.6	20.3
Secondary: English/Language Arts	13.4	16.7
Foreign Languages	18.7	18.6
Mathematics	13.9	17.9
Science	15.9	19.0
Social Studies	16.7	19.3

Demographics Strengths

- District has a lower Low-SES percentage at 50.1% than state average at 58.8%.
- Class size average for district are 18 students to 1 adult.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students who are struggling need additional academic and learning support. **Root Cause**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Student Achievement

Student Achievement Summary

2018	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^													
Grade 3 Reading At Approaches Grade Level or Above 2018	77%	75%	70%	*	66%	72%	*	*	-	*	*	69%	*
2017	73%	70%	67%	*	54%	69%	*	*	*	79%	*	54%	*
At Meets Grade Level or Above 2018	43%	39%	40%	*	31%	44%	*	*	-	*	*	37%	*
2017	45%	40%	34%	*	32%	35%	*	*	*	50%	*	27%	*
At Masters Grade Level 2018	25%	20%	19%	*	22%	20%	*	*	-	*	*	17%	*
2017	29%	24%	19%	*	14%	21%	*	*	*	36%	*	14%	*
Grade 3 Mathematics At Approaches Grade Level or Above 2018	78%	73%	71%	*	*	75%	*	*	-	*	*	73%	*
2017	77%	73%	75%	*	68%	77%	*	*	*	*	*	69%	*
At Meets Grade Level or Above 2018	47%	38%	32%	*	*	39%	*	*	-	*	*	29%	*
2017	49%	42%	45%	*	38%	47%	*	*	*	*	*	35%	*
At Masters Grade Level 2018	23%	17%	14%	*	*	17%	*	*	-	*	*	9%	*
2017	26%	20%	19%	*	14%	23%	*	*	*	*	*	10%	*
Grade 4 Reading At Approaches Grade Level or Above 2018	73%	71%	65%	*	53%	66%	*	*	-	*	*	52%	*
2017	70%	68%	64%	*	56%	66%	*	-	-	*	*	54%	*
At Meets Grade Level or Above 2018	46%	42%	32%	*	32%	30%	*	*	-	*	*	25%	*

2018	Year	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	44%	41%	36%	*	31%	36%	*	-	-	*	*	26%	*
At Masters Grade Level	2018	24%	20%	15%	*	18%	15%	*	*	-	*	*	11%	*
	2017	24%	20%	14%	*	13%	15%	*	-	-	*	*	9%	*
Grade 4 Mathematics At Approaches Grade Level or Above	2018	78%	74%	74%	*	66%	76%	*	*	-	*	*	66%	*
	2017	76%	73%	77%	*	71%	78%	*	-	-	*	*	67%	*
At Meets Grade Level or Above	2018	49%	44%	45%	*	45%	45%	*	*	-	*	*	35%	*
	2017	47%	42%	46%	*	36%	48%	*	-	-	*	*	31%	*
At Masters Grade Level	2018	27%	21%	21%	*	16%	24%	*	*	-	*	*	12%	*
	2017	27%	20%	22%	*	13%	25%	*	-	-	*	*	12%	*
Grade 4 Writing At Approaches Grade Level or Above	2018	63%	57%	48%	*	*	47%	*	*	-	*	*	*	*
	2017	65%	62%	55%	*	*	*	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	39%	33%	24%	*	*	26%	*	*	-	*	*	*	*
	2017	34%	29%	23%	*	*	*	*	-	-	*	*	*	*
At Masters Grade Level	2018	11%	8%	4%	*	*	5%	*	*	-	*	*	*	*
	2017	11%	8%	4%	*	*	*	*	-	-	*	*	*	*
Grade 5 Reading At Approaches Grade Level or Above	2018	84%	85%	84%	*	*	82%	*	-	-	*	*	72%	*
	2017	82%	81%	81%	*	79%	81%	*	*	-	*	*	72%	*
At Meets Grade Level or Above	2018	54%	51%	49%	*	*	48%	*	-	-	*	*	37%	*
	2017	48%	45%	45%	*	55%	43%	*	*	-	*	*	31%	*
At Masters Grade Level	2018	26%	21%	17%	*	*	19%	*	-	-	*	*	9%	*
	2017	25%	23%	16%	*	18%	17%	*	*	-	*	*	8%	*

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2018	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
Grade 5 Mathematics													
At Approaches Grade Level or Above	2018 91%	90%	90%	*	93%	89%	*	-	-	*	*	84%	*
	2017 87%	86%	84%	*	82%	85%	*	*	-	*	*	76%	*
At Meets Grade Level or Above	2018 58%	55%	48%	*	28%	51%	*	-	-	*	*	36%	*
	2017 50%	45%	47%	*	45%	47%	*	*	-	*	*	35%	*
At Masters Grade Level	2018 30%	26%	20%	*	13%	21%	*	-	-	*	*	10%	*
	2017 24%	21%	22%	*	21%	24%	*	*	-	*	*	13%	*
Grade 5 Science													
At Approaches Grade Level or Above	2018 76%	74%	62%	*	*	63%	*	-	-	*	*	47%	*
	2017 74%	70%	67%	*	*	69%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018 41%	35%	30%	*	*	28%	*	-	-	*	*	19%	*
	2017 42%	35%	31%	*	*	34%	*	*	-	*	*	*	*
At Masters Grade Level	2018 17%	14%	11%	*	*	11%	*	-	-	*	*	8%	*
	2017 18%	12%	6%	*	*	8%	*	*	-	*	*	*	*
Grade 6 Reading													
At Approaches Grade Level or Above	2018 69%	65%	61%	*	*	64%	*	*	-	*	*	*	*
	2017 69%	66%	68%	*	71%	66%	-	-	-	*	*	57%	*
At Meets Grade Level or Above	2018 39%	33%	22%	*	*	25%	*	*	-	*	*	*	*
	2017 37%	36%	37%	*	29%	36%	-	-	-	*	*	30%	*
At Masters Grade Level	2018 19%	15%	10%	*	*	12%	*	*	-	*	*	*	*
	2017 18%	17%	18%	*	21%	18%	-	-	-	*	*	14%	*
Grade 6 Mathematics													
At Approaches Grade Level or Above	2018 77%	75%	64%	*	*	66%	*	*	-	*	*	*	*
	2017 76%	75%	76%	*	*	76%	-	-	-	*	*	66%	*
At Meets Grade Level or Above	2018 44%	37%	24%	*	*	27%	*	*	-	*	*	*	*

2018		State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	43%	39%	36%	*	*	38%	-	-	-	*	*	23%	*
At Masters Grade Level	2018	18%	12%	4%	*	*	4%	*	*	-	*	*	*	*
	2017	18%	13%	13%	*	*	14%	-	-	-	*	*	7%	*
Grade 7 Reading At Approaches Grade Level or Above	2018	74%	71%	72%	*	74%	70%	-	-	-	*	*	66%	*
	2017	73%	72%	70%	*	61%	71%	*	*	-	*	*	63%	-
At Meets Grade Level or Above	2018	48%	45%	44%	*	42%	46%	-	-	-	*	*	36%	*
	2017	42%	40%	36%	*	41%	35%	*	*	-	*	*	30%	-
At Masters Grade Level	2018	29%	25%	24%	*	21%	26%	-	-	-	*	*	21%	*
	2017	23%	20%	20%	*	27%	17%	*	*	-	*	*	16%	-
Grade 7 Mathematics At Approaches Grade Level or Above	2018	72%	73%	65%	*	*	67%	-	-	-	*	*	*	*
	2017	70%	69%	68%	*	*	68%	*	*	-	*	*	57%	-
At Meets Grade Level or Above	2018	40%	40%	25%	*	*	31%	-	-	-	*	*	*	*
	2017	40%	39%	32%	*	*	35%	*	*	-	*	*	23%	-
At Masters Grade Level	2018	18%	18%	4%	*	*	6%	-	-	-	*	*	*	*
	2017	17%	15%	12%	*	*	11%	*	*	-	*	*	6%	-
Grade 7 Writing At Approaches Grade Level or Above	2018	69%	67%	67%	*	*	70%	-	*	-	*	*	*	*
	2017	70%	68%	67%	*	*	66%	*	*	-	*	*	58%	-
At Meets Grade Level or Above	2018	43%	41%	36%	*	*	37%	-	*	-	*	*	*	*
	2017	39%	35%	32%	*	*	30%	*	*	-	*	*	28%	-
At Masters Grade Level	2018	15%	12%	7%	*	*	8%	-	*	-	*	*	*	*
	2017	12%	8%	6%	*	*	6%	*	*	-	*	*	7%	-

2018		State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading At Approaches Grade Level or Above	2018	86%	85%	81%	*	77%	80%	*	*	-	86%	*	76%	*
	2017	86%	86%	86%	*	78%	89%	*	*	-	*	*	79%	*
At Meets Grade Level or Above	2018	49%	48%	47%	*	44%	47%	*	*	-	50%	*	40%	*
	2017	50%	49%	45%	*	30%	49%	*	*	-	*	*	27%	*
At Masters Grade Level	2018	27%	25%	19%	*	28%	15%	*	*	-	32%	*	16%	*
	2017	23%	22%	19%	*	15%	21%	*	*	-	*	*	11%	*
Grade 8 Mathematics At Approaches Grade Level or Above	2018	86%	82%	80%	*	*	*	*	*	-	*	*	*	*
	2017	85%	84%	86%	*	*	89%	*	-	-	*	*	*	*
At Meets Grade Level or Above	2018	51%	43%	20%	*	*	*	*	*	-	*	*	*	*
	2017	45%	43%	41%	*	*	45%	*	-	-	*	*	*	*
At Masters Grade Level	2018	15%	11%	1%	*	*	*	*	*	-	*	*	*	*
	2017	13%	11%	6%	*	*	7%	*	-	-	*	*	*	*
Grade 8 Science At Approaches Grade Level or Above	2018	76%	73%	76%	*	75%	78%	*	*	-	*	*	70%	*
	2017	76%	74%	76%	*	*	77%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	52%	46%	49%	*	53%	49%	*	*	-	*	*	41%	*
	2017	48%	43%	36%	*	*	40%	*	*	-	*	*	*	*
At Masters Grade Level	2018	28%	22%	20%	*	25%	19%	*	*	-	*	*	19%	*
	2017	19%	14%	11%	*	*	13%	*	*	-	*	*	*	*
Grade 8 Social Studies At Approaches Grade Level or Above	2018	65%	60%	56%	*	*	53%	*	*	-	*	*	*	*
	2017	63%	60%	60%	*	*	62%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	36%	29%	13%	*	*	13%	*	*	-	*	*	*	*

2018		State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	33%	30%	25%	*	*	26%	*	*	-	*	*	*	*
At Masters Grade Level	2018	21%	16%	5%	*	*	5%	*	*	-	*	*	*	*
	2017	19%	16%	11%	*	*	12%	*	*	-	*	*	*	*
End of Course English I At Approaches Grade Level or Above	2018	65%	64%	60%	*	*	64%	*	*	-	*	*	*	*
	2017	64%	63%	61%	*	*	62%	*	*	*	*	*	50%	*
At Meets Grade Level or Above	2018	44%	41%	34%	*	*	37%	*	*	-	*	*	*	*
	2017	43%	41%	37%	*	*	38%	*	*	*	*	*	29%	*
At Masters Grade Level	2018	7%	5%	3%	*	*	4%	*	*	-	*	*	*	*
	2017	8%	5%	3%	*	*	3%	*	*	*	*	*	3%	*
End of Course English II At Approaches Grade Level or Above	2018	67%	68%	66%	*	*	67%	*	*	*	*	*	*	*
	2017	66%	65%	59%	*	*	62%	*	*	*	*	*	49%	*
At Meets Grade Level or Above	2018	48%	47%	46%	*	*	48%	*	*	*	*	*	*	*
	2017	45%	43%	38%	*	*	42%	*	*	*	*	*	27%	*
At Masters Grade Level	2018	8%	6%	3%	*	*	2%	*	*	*	*	*	*	*
	2017	6%	5%	5%	*	*	6%	*	*	*	*	*	5%	*
End of Course Algebra I At Approaches Grade Level or Above	2018	83%	84%	96%	*	91%	90%	*	*	-	*	*	83%	*
	2017	83%	82%	88%	*	82%	90%	*	*	*	*	*	82%	*
At Meets Grade Level or Above	2018	55%	50%	47%	*	38%	43%	*	*	-	*	*	32%	*
	2017	48%	45%	55%	*	55%	54%	*	*	*	*	*	46%	*
At Masters Grade Level	2018	32%	26%	16%	*	13%	13%	*	*	-	*	*	9%	*
	2017	26%	21%	15%	*	16%	16%	*	*	*	*	*	9%	*

2018	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
End of Course Biology													
At Approaches Grade Level or Above	2018 87%	85%	83%	*	*	87%	*	*	-	*	*	73%	*
	2017 86%	84%	83%	*	78%	85%	-	*	*	*	37%	77%	*
At Meets Grade Level or Above	2018 59%	53%	48%	*	*	53%	*	*	-	*	*	30%	*
	2017 57%	52%	57%	*	44%	61%	-	*	*	*	19%	50%	*
At Masters Grade Level	2018 24%	16%	9%	*	*	11%	*	*	-	*	*	5%	*
	2017 21%	15%	13%	*	17%	14%	-	*	*	*	12%	7%	*
End of Course U.S. History													
At Approaches Grade Level or Above	2018 92%	90%	91%	*	88%	94%	*	*	*	88%	*	87%	*
	2017 91%	87%	88%	*	74%	92%	*	*	-	*	*	79%	*
At Meets Grade Level or Above	2018 70%	62%	71%	*	65%	75%	*	*	*	71%	*	63%	*
	2017 66%	56%	63%	*	52%	66%	*	*	-	*	*	49%	*
At Masters Grade Level	2018 40%	31%	33%	*	28%	36%	*	*	*	35%	*	26%	*
	2017 35%	26%	34%	*	30%	36%	*	*	-	*	*	29%	*
All Grades All Subjects													
At Approaches Grade Level or Above	2018 77%	74%	72%	64%	69%	73%	*	89%	*	72%	37%	63%	*
	2017 75%	73%	73%	68%	66%	74%	*	92%	*	75%	34%	63%	61%
At Meets Grade Level or Above	2018 48%	43%	38%	30%	32%	40%	*	62%	*	39%	21%	30%	*
	2017 45%	41%	40%	34%	34%	42%	*	61%	*	43%	16%	30%	25%
At Masters Grade Level	2018 22%	17%	13%	8%	11%	13%	*	29%	*	13%	8%	9%	*
	2017 20%	16%	14%	9%	12%	15%	*	18%	*	13%	5%	9%	8%
All Grades ELA/Reading													
At Approaches Grade Level or Above	2018 74%	73%	69%	62%	64%	70%	*	83%	*	73%	31%	60%	*
	2017 72%	71%	69%	61%	63%	70%	*	*	*	72%	25%	59%	*
At Meets Grade Level or Above	2018 46%	43%	39%	29%	33%	41%	*	61%	*	44%	21%	31%	*
	2017 44%	42%	38%	31%	35%	39%	*	*	*	44%	15%	28%	*

2018		State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	19%	16%	13%	7%	13%	13%	*	28%	*	15%	7%	9%	*
	2017	19%	16%	13%	10%	13%	14%	*	*	*	16%	3%	10%	*
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	79%	77%	62%	77%	78%	*	*	-	76%	44%	70%	*
	2017	79%	77%	79%	72%	74%	81%	*	*	*	81%	48%	71%	*
At Meets Grade Level or Above	2018	50%	44%	34%	24%	26%	38%	*	*	-	32%	20%	27%	*
	2017	46%	42%	44%	41%	38%	45%	*	*	*	43%	19%	33%	*
At Masters Grade Level	2018	24%	19%	12%	9%	8%	13%	*	*	-	9%	8%	7%	*
	2017	22%	18%	16%	8%	13%	17%	*	*	*	11%	6%	9%	*
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	62%	57%	*	*	57%	*	*	-	*	*	50%	*
	2017	67%	65%	61%	*	*	59%	*	*	-	*	*	49%	*
At Meets Grade Level or Above	2018	41%	37%	30%	*	*	31%	*	*	-	*	*	24%	*
	2017	36%	32%	28%	*	*	27%	*	*	-	*	*	20%	*
At Masters Grade Level	2018	13%	10%	5%	*	*	6%	*	*	-	*	*	4%	*
	2017	11%	8%	5%	*	*	4%	*	*	-	*	*	5%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	77%	74%	*	65%	77%	*	*	-	74%	39%	64%	*
	2017	79%	76%	76%	*	71%	78%	*	*	*	*	33%	66%	*
At Meets Grade Level or Above	2018	51%	45%	43%	*	36%	44%	*	*	-	48%	16%	30%	*
	2017	49%	44%	43%	*	33%	47%	*	*	*	*	13%	33%	*
At Masters Grade Level	2018	23%	17%	13%	*	13%	13%	*	*	-	16%	7%	10%	*
	2017	19%	14%	10%	*	8%	12%	*	*	*	*	7%	4%	*
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	75%	74%	72%	75%	75%	*	*	*	64%	43%	69%	*
	2017	77%	74%	74%	71%	63%	77%	*	*	-	*	*	62%	*

2018	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above 2018	53%	46%	44%	44%	40%	46%	*	*	*	36%	26%	38%	*
2017	49%	43%	43%	32%	34%	46%	*	*	-	*	*	30%	*
At Masters Grade Level 2018	31%	24%	20%	16%	15%	22%	*	*	*	18%	11%	16%	*
2017	27%	21%	22%	18%									

In local common summative assessment data, the following data reflects achievement:

- CSA data in science by grade level averages for the year indicate similar scores to state data Approaching level
- Guided Reading Benchmark End-of-Year data indicate 74% of Kinder reading at grade level, 66% of Grade 1, 78% of Grade 2, 77% of Grade 3, 82% of Grade 4, and 82% of Grade 5. Istation ISIP end-of-year data indicate 77% of Grade 6 reading on-level, 78% of Grade 7, and 65% of grade 8. This data was higher than state assessment data in reading.
- No local data was available on writing.

Graduation rate for class of 2017 (lagging data) was 96% compared to 94% for the state.

Student Achievement Strengths

Science 8th grade STAAR scores were above state avg on Approaching and Meets.

US History EOC scores were above state avg on all levels of achievement

Algebra EOC scores were above state avg on Approaching

Graduation rate was higher than state average

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement data indicates a lack of rigor in instruction. **Root Cause**: Tier I instruction must focus on the essential standards.

Problem Statement 2: No method of local writing assessment was in place prior to 2018-2019. **Root Cause**: Systems were not in place to ensure systemic

writing instruction.

Problem Statement 3: Students who are struggling need additional academic and learning support. **Root Cause**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

District Culture and Climate

District Culture and Climate Summary

Students w/ Disciplinary Placements (2016-17) 49 District: 1.3% State: 73,713 1.3%

TAPR 2017-2018	State	Region 09	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL
Attendance Rate													
2016-17	95.7%	96.2%	95.1%	96.3%	95.3%	94.8%	94.0%	98.0%	*	95.3%	93.9%	94.4%	97.0%
2015-16	95.8%	96.1%	94.7%	95.6%	94.4%	94.7%	93.4%	96.4%	95.9%	94.5%	93.8%	93.8%	97.0%

A culture/climate survey was conducted with all teaching staff in January of 2018. 245 respondents.

- District strengths included communication, visibility of central admin, support through instructional planning days, taking the emphasis off STAAR, being responsive
- District changes requested included more competitive pay, less paperwork, focusing on fewer initiatives, clear communication from district on expectations

District Culture and Climate Strengths

- Low incidents of DAEP placements
- Culture of communication and responsiveness
-

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Round-table discussions held at each campus indicate a lack of coordination between general ed and special ed. **Root Cause**: Lack of communication and coordination systems between general ed and special ed

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	479.1	100.0%	711,768.0	100.0%
Professional Staff:	307.8	64.2%	456,057.2	64.1%
Teachers	247.8	51.7%	356,838.1	50.1%
Professional Support	40.7	8.5%	69,681.8	9.8%
Campus Administration (School Leadership)	12.1	2.5%	21,435.0	3.0%
Central Administration	7.1	1.5%	8,102.4	1.1%
Educational Aides:	64.2	13.4%	71,858.8	10.1%
Auxiliary Staff:	107.1	22.4%	183,852.0	25.8%
Librarians & Counselors (Headcount): Librarians Full-time	4.0	n/a	4,429.0	n/a
Part-time	1.0	n/a	578.0	n/a
Counselors Full-time	6.0	n/a	12,131.0	n/a
Part-time	2.0	n/a	1,148.0	n/a
Total Minority Staff:	52.0	10.8%	355,077.7	49.9%
Teachers by Ethnicity and Sex: African American	5.0	2.0%	37,167.9	10.4%
Hispanic	13.0	5.2%	97,091.5	27.2%
White	226.7	91.5%	210,286.3	58.9%
American Indian	1.0	0.4%	1,247.6	0.3%
Asian	0.2	0.1%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%

Staff Information	---------------- District ----------------		----------------- State -----------------	
	Count	**Percent**	**Count**	**Percent**
Two or More Races	2.0	0.8%	4,051.8	1.1%
Males	46.8	18.9%	84,692.8	23.7%
Females	201.0	81.1%	272,145.3	76.3%
Teachers by Highest Degree Held: No Degree	0.6	0.2%	5,127.0	1.4%
Bachelors	174.7	70.5%	264,252.5	74.1%
Masters	72.6	29.3%	85,077.3	23.8%
Doctorate	0.0	0.0%	2,381.2	0.7%
Teachers by Years of Experience: Beginning Teachers	5.4	2.2%	29,351.3	8.2%
1-5 Years Experience	65.5	26.4%	103,862.8	29.1%
6-10 Years Experience	45.0	18.2%	68,263.7	19.1%
11-20 Years Experience	78.5	31.7%	100,698.4	28.2%
Over 20 Years Experience	53.4	21.6%	54,661.9	15.3%
Number of Students per Teacher	13.1	n/a	15.1	n/a

Staff Information	District	State
Experience of Campus Leadership: Average Years Experience of Principals	7.7	6.3
Average Years Experience of Principals with District	5.2	5.4
Average Years Experience of Assistant Principals	7.3	5.2
Average Years Experience of Assistant Principals with District	7.1	4.6
Average Years Experience of Teachers:	13.0	10.9
Average Years Experience of Teachers with District:	9.0	7.1
Average Teacher Salary by Years of Experience (regular duties only): Beginning Teachers	$41,631	$47,667
1-5 Years Experience	$39,194	$49,663
6-10 Years Experience	$42,009	$52,056
11-20 Years Experience	$46,993	$55,246
Over 20 Years Experience	$56,114	$61,428

Staff Information	District	State
Average Actual Salaries (regular duties only): Teachers	$45,876	$53,334
Professional Support	$55,329	$63,165
Campus Administration (School Leadership)	$71,770	$77,712
Central Administration	$108,467	$102,300
Instructional Staff Percent:	67.8%	64.4%
Turnover Rate for Teachers:	18.9%	16.6%
Staff Exclusions: Shared Services Arrangement Staff: Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	2.0	6,218.9

	---------------- District ----------------		----------------- State -----------------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Student Enrollment by Program: Bilingual/ESL Education	43	1.3%	1,015,456	18.9%
Career & Technical Education	842	26.0%	1,391,689	25.8%
Gifted & Talented Education	176	5.4%	426,953	7.9%
Special Education	344	10.6%	488,463	9.1%
Teachers by Program (population served): Bilingual/ESL Education	0.2	0.1%	21,647.8	6.1%
Career & Technical Education	10.2	4.1%	16,795.1	4.7%
Compensatory Education	24.0	9.7%	9,854.5	2.8%
Gifted & Talented Education	2.4	1.0%	6,501.2	1.8%
Regular Education	182.1	73.5%	257,851.7	72.3%
Special Education	22.1	8.9%	31,950.9	9.0%
Other	6.9	2.8%	12,237.0	3.4%

Staff Quality, Recruitment, and Retention Strengths

- BISD reflects a higher percentage of teachers with Master's degrees (29.3%) than state average (23.8%).
- The district has a more experienced teaching staff (31.7% of 11-20 yrs and 21.6% of 20+ yrs).
- Number of students per teacher is 13 to 1 versus state average of 15 to 1.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: BISD has a higher turnover rate for teacher (19%) than the state average (17%). **Root Cause**: Systems for staff retention and recruitment are not competitive with other districts in the area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- The state issued TEKS are used as the curriculum learning standards.
- Project-based learning was implemented district-wide in 2017-2018.
- Multiple asessment types are used to measure student learning.
- Teachers undergo data disaggregation training for the purpose of lesson design improvement.
- TEKS Resource System is utilized for curriculum management, but District PLCs have the autonomy to set their own Essential Learning Targets and pacing guide.
- Local common formative and summative assessments were written by all core subjects and entered into DMAC during the spring of 2018.
- Curriculum has been adopted by each grade level/department according to state textbook proclamation cycles.
- Universal assessments are utilized at BOY, MOY, EOY for math and reading K-8.

Curriculum, Instruction, and Assessment Strengths

- Grade level and department PLCs began creating common formative and summative assessments in spring of 2018.
- Teaching staff was more cognizant of local assessment data needed for community-based accountability.
- Universal assessments for reading and math were systemic in grades K-8.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Student achievement data indicates lack of mastery on state readiness standards. **Root Cause**: A scaffolded system of support was not in place from the district level to the classroom level to implement aligned reading and math curriculum, instruction, and assessments.

Problem Statement 2: Students who are struggling need additional academic and learning support. **Root Cause**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Parent and Community Engagement

Parent and Community Engagement Summary

Data include sign-in sheets and agendas for parent events

Each elementary campus holds several parent events each year such as Family STEM night, Family Reading Night, etc.

Secondary campuses hold spring registration nights

Somel parent events are not properly documented (Family Night in the Park).

Parent and Community Engagement Strengths

The district is proactive in parent/school relationships by the implementation of Parent Engagement Policys, Parent-Student-Teacher Compacts, providing multiple opportunities for parents to volunteer on and interact with their child's school, hosting of Family Night in the Park twice yearly, and setting aside days for parent teacher conferences.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Family and community engagement should be geared to building parent capacity. **Root Cause**: Building parent capacity has not been the focus of parent events.

District Context and Organization

District Context and Organization Summary

All campus schedules set aside time for RTI in the weekly schedule. Master schedules reflect this priority.

Campus schedules set aside time for Professional Learning Communities to meet on a regular basis.

The Superintendent has a Student Advisory Council at the MS and HS campuses and they meet several times each year.

The district is currently working on a community-based accountability system.

District Context and Organization Strengths

CBAS

Dedicated RTI and PLC time.

Technology

Technology Summary

63% of 8th grade students scored Proficient or above on the 2017-2018 TCEA Tech Apps Assessment

Technology Strengths

Chromebooks were provided for all secondary students and teachers

iPads for all elementary students and staff will be replaced before the 2019-2020 school year

An Innovation Specialist will be available for tech integration training and support at all campuses by the 2019-2020 school year

Priority Problem Statements

Problem Statement 1: Student achievement data indicates a lack of rigor in instruction.

Root Cause 1: Tier I instruction must focus on the essential standards.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student achievement data indicates lack of mastery on state readiness standards.

Root Cause 2: A scaffolded system of support was not in place from the district level to the classroom level to implement aligned reading and math curriculum, instruction, and assessments.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Students who are struggling need additional academic and learning support.

Root Cause 3: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: Round-table discussions held at each campus indicate a lack of coordination between general ed and special ed.

Root Cause 4: Lack of communication and coordination systems between general ed and special ed

Problem Statement 4 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Effective Schools Framework data
- Federal Report Card Data
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate s degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 13, 2019

Goal 1: Build capacity in instructional staff to continuously focus on student success.
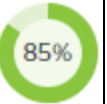
Performance Objective 1: Plan and implement systems that align curriculum, instruction, and assessment to improve student learning.

Evaluation Data Source(s) 1: TAPR report
Community-based accountability agendas and minutes
State assessment scores
Local assessment scores
PLC agendas and minutes

Summative Evaluation 1: Some progress made toward meeting Performance Objective

High Priority

Next Year's Recommendation 1: Continue to implements actions to align curriculum and instruction to improve student learning.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will unpack Readiness Standards to develop a deeper understanding of the level of rigor for instruction, leading to improved student learning of state expectations.	2.4, 2.6	Principals, Asst Supt for C&I, Teachers	Schedules that allow targeted intervention and high levels of learning.	66%	70%	85%	→
Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1							
Funding Sources: 211 Title 1 Funds - 398000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Develop common formative and summative assessments aligned to the Readiness TEKS and examine data through Professional Learning Communities.	2.4, 2.5, 2.6	District level Administration, Campus Principals		33%	38%	80%	100%
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
PBMAS **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Provide professional development to grow capacity in data-driven instruction and research-based instructional strategies: PLCs, PBL, Data Driven Instruction	2.4, 2.5, 2.6	Principals, Asst Supt C&I, Asst Supt Innovation, Region 9 Educ Serv Ctr Staff	Increased proficiency of: -PLC -PBL planning -adjusting instruction based on student need	33%	35%	60%	→
	Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: 255 Title IIA - 21000.00						
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Begin beginning, middle, and end-of-year writing assessments with teacher scoring. Utilize a writing curriculum for K-5 to increase fidelity of writing instruction.	2.4, 2.6	Asst Supt of C&I	As the quantity and quality of writing instruction increases, more students will master writing assessments on the state assessment.	0%	0%	0%	→
	Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources**: 211 Title 1 Funds - 15000.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students who are struggling need additional academic and learning support. **Root Cause 1**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Student Achievement
Problem Statement 1: Student achievement data indicates a lack of rigor in instruction. **Root Cause 1**: Tier I instruction must focus on the essential standards.

Student Achievement

Problem Statement 3: Students who are struggling need additional academic and learning support. **Root Cause 3**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

School Culture and Climate

Problem Statement 1: Round-table discussions held at each campus indicate a lack of coordination between general ed and special ed. **Root Cause 1**: Lack of communication and coordination systems between general ed and special ed

Curriculum, Instruction, and Assessment

Problem Statement 1: Student achievement data indicates lack of mastery on state readiness standards. **Root Cause 1**: A scaffolded system of support was not in place from the district level to the classroom level to implement aligned reading and math curriculum, instruction, and assessments.

Problem Statement 2: Students who are struggling need additional academic and learning support. **Root Cause 2**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Goal 1: Build capacity in instructional staff to continuously focus on student success.

Performance Objective 2: Provide high-quality professional development in project based learning, PLC functions and data-driven instruction.

    Evaluation Data Source(s) 2: PD evaluations
Staff surveys

    Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) All instructional staff will be trained in data-driven instruction during the fall of 2018 and will have opportunities for additional training in summer 2019.	2.4, 2.5, 2.6	Asst Supt C&I, Principals, Teachers, Region 9 ESC Staff	Proficiency in determining student needs based on assessment data.	66%	75%	80%	→
			Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1				
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Summer professional development will include 5-Star PBL, balanced literacy, study of new ELAR TEKS, guided math instructional strategies, and accommodating for special needs learners.	2.4, 2.5, 2.6	Asst Supt C&I	Participating teachers will gain knowledge on specific strategies and instructional models to better meet students' learning needs.	0%	0%	70%	100%
			Problem Statements: Student Achievement 1 **Funding Sources**: State Funds - 62000.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college Recruit, support, retain teachers and principals 3) Deliver online training to teachers and staff on dyslexia treatment programs, accelerated education, dropout reduction, integration of technology in instructional and administrative programs, discipline management including unwanted physical or verbal aggression and sexual harassment, dating violence, sexual abuse, career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.				0%	0%	0%	→
			Funding Sources: 211 Title 1 Funds - 9000.00				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement data indicates a lack of rigor in instruction. **Root Cause 1**: Tier I instruction must focus on the essential standards.

Curriculum, Instruction, and Assessment
Problem Statement 1: Student achievement data indicates lack of mastery on state readiness standards. **Root Cause 1**: A scaffolded system of support was not in place from the district level to the classroom level to implement aligned reading and math curriculum, instruction, and assessments.

Goal 1: Build capacity in instructional staff to continuously focus on student success.

Performance Objective 3: Continue to develop and practice Professional Learning Communities.

Evaluation Data Source(s) 3: Staff surveys
PLC agendas and minutes

Summative Evaluation 3: Met Performance Objective

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Implement Campus Design Teams to help implementation of Professional Learning Communities with fidelity. Element 2.6- Address Needs of all Students, Particularly At-Risk	2.4, 2.5, 2.6	Executive Director of Innovative Instruction and Technology	Execution of Professional learning Teams with fidelity to the Solution Tree model.	76%	88%	90%	→
			Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 2 **Funding Sources**: 255 Title IIA - 7500.00				
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Train new members of Campus Design Teams, Innovation Specialists, and Campus Administrators in strategies to ensure fidelity of PLCs.	2.4, 2.5, 2.6	Executive Director Innovative Learning And Technology	the distict's staff who are enculturated in professional learning teams will approach critical mass.	100%	100%	100%	→
			Funding Sources: 255 Title IIA - 0.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students who are struggling need additional academic and learning support. **Root Cause 1**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Student Achievement
Problem Statement 3: Students who are struggling need additional academic and learning support. **Root Cause 3**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Curriculum, Instruction, and Assessment
Problem Statement 2: Students who are struggling need additional academic and learning support. **Root Cause 2**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Goal 1: Build capacity in instructional staff to continuously focus on student success.

Performance Objective 4: Teachers will work in their PLCs to deepen instruction, provide mutual support, and improve pedagogical practices.

Evaluation Data Source(s) 4: Teacher surveys
Professional development sign-in sheets
PLC agendas and minutes

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Professional Development and training will be provided to teachers for the effective use of data, peer support, and coaching, and designing instruction to meet instructional targets.	2.4, 2.5, 2.6	Asst Supt C&I		33%	40%	75%	→
			Funding Sources: 255 Title IIA - 0.00, District Funds - 20000.00				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) The Design Team will become teacher-leaders on their respective campuses, and help communication at all levels, as well as facilitate the PLC processes and offer tech integration support.	2.4, 2.5, 2.6	Asst Supt Innovation		66%	68%	75%	→
			Funding Sources: 255 Title IIA - 28000.00, 289 Title IV - 9000.00				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Recruit high quality staff and foster a positive district culture for retention.

Performance Objective 1: Create a teacher mentoring program to attract and retain quality staff.

Evaluation Data Source(s) 1: Staff retention rate
Staff surveys

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to offer mentoring and other support systems for teachers new to BISD.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy **TEA Priorities** Recruit, support, retain teachers and principals 1) Implement new teacher training and support from mentors for a 2-year period to increase retention of staff.		Asst Supt HR	New teachers in the district will reflect feeling supported on a new teacher survey.		25%	85%	→
	Funding Sources: 255 Title IIA - 23000.00						
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Recruit high quality staff and foster a positive district culture for retention.

Performance Objective 2: Provide opportunities for staff collaboration.

Evaluation Data Source(s) 2: Staff surveys
District calendar of planning days

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 1) Schedule eight Instructional Planning Days into the district's Academic Calendar.	2.4, 2.6	Asst Supt C&I, Asst Supt HR	Teachers will indicate feeling supported with calendared planning time in the district staff climate/culture survey.	100%	100%	100%	100%
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Schedule time for teachers to collaborate as Professional Learning Teams within each campus Master Schedule.	2.4, 2.5, 2.6	Principals, Assistant Supt of Innovative Learning		100%	100%	100%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 2: Recruit high quality staff and foster a positive district culture for retention.

Performance Objective 3: Analyze current initiatives to determine relevance in order to balance workloads and extra responsibilities.

Evaluation Data Source(s) 3: staff surveys

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Conduct and analyze mid-year and end of year teacher surveys to gather teacher input on the effectiveness and validity of district protocols and initiatives.		Central Admin, Campus Admin	On staff survey for Culture/Climate, teachers will indicate a manageable workload.		45%	100%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Recruit high quality staff and foster a positive district culture for retention.

Performance Objective 4: Recruit staff for the purpose of long term employment.

Evaluation Data Source(s) 4: Quantitive data from Human Resources office.

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **Critical Success Factors** CSF 7 1) Attend Teacher Recruiting/Job Fairs across the state.		Asst Supt of Innovative Learning			25%	45%	100%
TEA Priorities Recruit, support, retain teachers and principals 2) Streamline the application/candidate review/interview/ job offer and contract procedures		Asst Superintendent of Innovative Learning.				50%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Provide a safe and secure learning environment in order to optimize learning.

Performance Objective 1: Continuously analyze, update and maintain safety measures and initiatives.

Evaluation Data Source(s) 1: BISD PD records
School Board agendas and minutes
Training records of active shooter training
Campus records of drills for emergency/crisis management

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide ALICE active shooter training to all district instructional staff and continue annual training on suicide prevention, dating violence, social-emotional issues.		District SRO and District Safety Leader		45%	70%	85%	→
2) Create a BISD Police Department		Superintendent		100%	100%	100%	100%
3) Modify entry procedures at BMS	2.5	Principal, Asst Supt of Innovative Learning		100%	100%	100%	100%
4) Increase perimeter fencing around specific campuses and student areas in order to increase security.		Buildings and Grounds Directors		69%			100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 3: Provide a safe and secure learning environment in order to optimize learning.

Performance Objective 2: Develop a plan to transform learning spaces to ensure collaboration, innovation and student engagement.

Evaluation Data Source(s) 2: Parent and staff surveys
District Improvement Plan
School Board agendas and minutes

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement versatile seating and learning space layout in order to improve collaboration, innovation, and student engagement.		Principals		85%	100%	100%	100%
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Increase WiFi coverage throughout the district by providing portable hotspots to students for away from school use.	2.5	Asst Supt of Innovation		48%	100%	100%	100%
	Funding Sources: 289 Title IV - 9000.00						
3) Enact an updated student device plan	2.6	Asst Supt of Innovative Learning and Technology, Technology Department, Principals		67%	100%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Provide a safe and secure learning environment in order to optimize learning.

Performance Objective 3: Train teachers and staff to creatively support the learning and well-being of students in various learning spaces and settings.

Evaluation Data Source(s) 3: Agendas and minutes from counselor meetings
Agendas and minutes from parent capacity building events
Campus parent surveys

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training opportunities for all staff in emotional wellness and suicide prevention. Include a parent session in the evening.	2.5, 2.6, 3.1, 3.2	Counselors		5%	10%	100%	→
Funding Sources: 211 Title 1 Funds - 5400.00							
TEA Priorities Connect high school to career and college Improve low-performing schools 2) Meet regularly with counselors to make counseling efforts systemic in supporting students.	2.5, 2.6	Asst Supt C&I	Counselors will increase their capacity to balance all duties inherent to the role of campus counselor.	50%	80%	100%	→
3) Utilize a Behavior Specialist to build capacity of teachers in dealing with difficult student behaviors.	2.5	Asst Supt Special Education	Work log from the Behavior Specialist will indicate multiple sessions in assisting teachers with behavior strategies.	0%	0%	0%	100%
Funding Sources: 211 Title 1 Funds - 5400.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 4: Create and cultivate parent/community partnerships and capacity to promote growth for all learners.

Performance Objective 1: BISD will increase transportation route services in order to serve all learners.

Evaluation Data Source(s) 1: Bus Rosters, Bus route documents

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Create free and open access to bussing to all students of BISD.	2.4, 2.5, 2.6	Superintendent, Transportation Director	Increased numbers in ridership	100%	100%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Create and cultivate parent/community partnerships and capacity to promote growth for all learners.

Performance Objective 2: Provide opportunities to improve home to school relationships.

Evaluation Data Source(s) 2: District Improvement Plan
Meeting agendas and sign-in sheets
Parent surveys

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Involve a panel of parents, teachers, community members, and business representatives regarding a community based accountability system.	3.1, 3.2	Superintendent, Asst Supt C&I	By the beginning of 2019-2020, a framework will be developed and ready for campuses to partially pilot the system.	100%	100%	90%	→
TEA Priorities Improve low-performing schools 2) Conduct multiple family engagement events at the campus and district levels, including Family Night In the Park twice yearly.	3.1, 3.2	Superintendent	Sign-in sheets from family engagement events will indicate a high rate of participation.	5%	45%	85%	→
Funding Sources: 211 Title 1 Funds - 0.00							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 4: Create and cultivate parent/community partnerships and capacity to promote growth for all learners.

Performance Objective 3: Establish and strengthen community partnerships to address district needs.

> **Evaluation Data Source(s) 3:** Community Based Accountability plan
> District Improvement Plan
> Meeting agendas & sign in sheets
> Parent event sign-in sheets

> **Summative Evaluation 3:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Participate in Newcomer activities at Sheppard Air Force Base	3.1, 3.2	Superintendent, Principals	Continued relationship-building with Shepard Air Force Base as indicated on campus parent surveys.	75%	95%	100%	100%
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Host Meet the Teacher Nights and multiple parent involvement events on all campuses. Continue Family Night at the Park. Deliver parent session on suicide prevention.	3.1, 3.2	Principals		5%	35%	60%	100%
Problem Statements: Demographics 1 - Student Achievement 3 - Curriculum, Instruction, and Assessment 2 **Funding Sources**: 211 Title 1 Funds - 5400.00, 289 Title IV - 6000.00							
TEA Priorities Improve low-performing schools 3) Schedule parent teacher conference days on all campuses in which student performance and family engagement are targeted. Provide multiple avenues of information for secondary students and parents on course selection, financial aid for college, application processes for college, and other transitional activities. Element 3.1-Develop and distribute Family Engagement Policy	3.1, 3.2	Assistant Superintendent, Principals, Teachers		100%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Increase BISD's social media presence via Facebook, Twitter and website in order to provide information to parents and provide avenues for feedback from parents, families, community members. Include an anonymous bulling-reporting system.	2.5, 3.1, 3.2	Superintendent, District Administrators, Principals, Teachers	Campus parent surveys indicate improved communication between home and school.	5%	50%	80%	100%
Funding Sources: 289 Title IV - 7200.00							

100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students who are struggling need additional academic and learning support. **Root Cause 1**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Student Achievement
Problem Statement 3: Students who are struggling need additional academic and learning support. **Root Cause 3**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Curriculum, Instruction, and Assessment
Problem Statement 2: Students who are struggling need additional academic and learning support. **Root Cause 2**: Response to Intervention and other instructional supports need to be strengthened for supporting all struggling learners.

Goal 4: Create and cultivate parent/community partnerships and capacity to promote growth for all learners.

Performance Objective 4: Develop a means of evaluating the district's performance in all educational levels that is reflective of the community's standards, values, and expectations.

Evaluation Data Source(s) 4: ACT, TSI, and SAT student enrollment
Dual Credit enrollment and completion
Military Enlistment
College acceptance rates
Post Graduate studies

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Host course selection/pathway meetings with parents and families to focus on: 1. Career-Technology Education 2. Career and College Readiness 3. Pre AP and AP Courses 4. Dual Credit Courses	2.4, 2.5, 2.6, 3.1, 3.2	Counselors, Principals, Teachers		5%	45%	60%	100%
	Funding Sources: 211 Title 1 Funds - 72000.00						
TEA Priorities Connect high school to career and college 2) Offer post-secondary supports: 1. FAFSA Parent Night 2. Dual Credit Registration Events 3. Host/Promote ACT, PSAT, SAT, TSI, ASVAB 4. Registration Nights	2.5, 3.1, 3.2			10%	40%	55%	100%
	Funding Sources: 211 Title 1 Funds - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	2	Develop common formative and summative assessments aligned to the Readiness TEKS and examine data through Professional Learning Communities.
1	1	3	Provide professional development to grow capacity in data-driven instruction and research-based instructional strategies: PLCs, PBL, Data Driven Instruction
1	2	1	All instructional staff will be trained in data-driven instruction during the fall of 2018 and will have opportunities for additional training in summer 2019.
1	2	2	Summer professional development will include 5-Star PBL, balanced literacy, study of new ELAR TEKS, guided math instructional strategies, and accommodating for special needs learners.
1	3	1	Implement Campus Design Teams to help implementation of Professional Learning Communities with fidelity. Element 2.6- Address Needs of all Students, Particularly At-Risk
1	3	2	Train new members of Campus Design Teams, Innovation Specialists, and Campus Administrators in strategies to ensure fidelity of PLCs.
1	4	1	Professional Development and training will be provided to teachers for the effective use of data, peer support, and coaching, and designing instruction to meet instructional targets.
2	2	1	Schedule eight Instructional Planning Days into the district's Academic Calendar.
2	2	2	Schedule time for teachers to collaborate as Professional Learning Teams within each campus Master Schedule.

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199E11611200002026000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$6,000.00
199E11611200002028000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,745.00
199E11611201002026000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$275.00
199E11611900002026000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$191,403.00
199E11611900002028000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$56,933.00
199E11611901002026000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$1,800.00
199E31611900002029000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$7,905.00
	6100 Subtotal:	**$267,061.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

See CNA data at the beginning of this improvement plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Each campus has a completed improvement plan for 2018-2019.

2.2: Regular monitoring and revision

CIPs and DIP were revised as needed throughout 2018-2019.

2.3: Available to parents and community in an understandable format and language

CIPs and DIP are available on the district website.

2.4: Opportunities for all children to meet State standards

Multiple pathways for Response to Intervention, tutoring, and accelerated instruction were provided at each campus and a summer academy for grades 5, 8, and high school were provided in June 2019.

2.5: Increased learning time and well-rounded education

Project Based Learning continues to grow in quality in order to provide students with rigorous, real-world learning opportunities.

2.6: Address needs of all students, particularly at-risk

Multiple pathways for Response to Intervention, tutoring, and accelerated instruction were provided at each campus and a summer academy for grades 5, 8, and high school were provided in June 2019.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

BISD Parent and Family Engagement Policy for 2018-2019 and 2019-2020 are posted on the district website.

3.2: Offer flexible number of parent involvement meetings

Multiple opportunities were provided at each campus during the school year. In addition, the district offered two Family Night at the Park events and a secondary parent suicide awareness program.

Title I Personnel

Name	Position	Program	FTE
Cendy Hillen	Paraprofessional	Title I Intervention	1
Christi Blackwell	Paraprofessional	Title I Intervention	1
Debra Klein	Teacher	Title I Intervention	1
Fanie Sibayan	Paraprofessional	Title I Intervention	.75
Jamy Hicks	Paraprofessional	Title I Intervention	1
Jennifer Rowell	Paraprofessional	Title I Intervention	1
Kasie Bundy	Teacher	Title I Intervention	.4
Krystle Hill	Paraprofessional	Title I Intervention	.75
Laurie Lamb	Teacher	Title I Intervention	.8
Lynn Ann Smith	Teacher	Title I Intervention	1
Melanie Selvidge	Teacher	Title I CTE Counselor	1.0
Melina Johnson	Paraprofessional	Title I Intervention	1
Molly Lott	Teacher	Title I Intervention	1
Stacy Jones	Teacher	Title I Intervention	.2
Susann Bailey	Teacher	Mentor	
Yvonne Kekuna	Teacher	Title I Intervention	1

2018-2019 District Visioning Panel

Committee Role	Name	Position
District-level Professional	Tylor Chaplin	Superintendent
District-level Professional	Missy Mayfield	Assistant Superintendent Curriculum/Instruction
District-level Professional	Audrey Ash	Assistant Superintendent of Special Education
District-level Professional	Brad Owen	Assistant Superintendent of Innovative Learning
Business Representative	Mike Wenk	Sheppard AFB Representative
Administrator	Sheri Booker	BHS Assistant Principal
Classroom Teacher	Veronica Miller	BHS Teacher
Classroom Teacher	Brittany Andrajack	BHS Teacher
Non-classroom Professional	Melissa Hardman	BHS Counselor
Administrator	Anna Black	Principal, Gateway Center
Administrator	Tiffany Ballard	BMS Assistant Principal
Non-classroom Professional	Dana Viavattene	BMS Diagnostician
Classroom Teacher	Lori Bland	BMS Teacher
Classroom Teacher	Megan Reyna	BMS Teacher
Administrator	Jennifer Steinbacher	Overton Ray Assistant Principal
Classroom Teacher	Barbara Bice	Overton Ray Teacher
Classroom Teacher	Liana Plummer	Overton Ray Teacher
Classroom Teacher	Jamie Cove	Overton Ray Teacher
Paraprofessional	Marsha Howell	Evans Paraprofessional
Classroom Teacher	Liz Martinez	Tower Teacher
Paraprofessional	Laurie Toney	Tower Paraprofessional
Non-classroom Professional	Becky Montgomery	BISD Technology Specialist

Committee Role	Name	Position
Non-classroom Professional	Glenn Wharff	Custodial Supervisor
Non-classroom Professional	Aaron Beasley	BMS Nutrition Manager
District Clerical	Christy Steigerwald	BISD Business Office
District Transportation	Sara Heaslip	District Transportation
Parent	Anthony Louis	Parent
Parent	Renee Louis	Parent
Community Representative	Roger Stauffer	Community
Community Representative	Carl Alfert	Community
Parent	Deanna Erskine	Parent
Business Representative	Mike Stauffer	Business
Community Representative	Carl English	Community
Parent	Robin Bachert	Parent
Business Representative	Matt Patterson	Business
Parent	Amanda Chastain	Parent SAFB
Classroom Teacher	Karley Buerger	Evans Teacher
School Board	Terry Klipp	School Board
Classroom Teacher	Jessica Dobbs	BMS Teacher
Administrator	Jason Nolan	Tower Principal

Campus Funding Summary

District Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Contract Instructional Coaching Training for Innovation Specialists		$20,000.00
				Sub-Total	$20,000.00

State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Contracted Services for PD	213-13-6299-00-041-930-000	$62,000.00
				Sub-Total	$62,000.00

255 Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	PLC at Work Institute training for campus teams		$21,000.00
1	3	1	Solution Tree on-site training and supplies		$7,500.00
1	3	2	PLCs at Work Institute training for Design Team Members		$0.00
1	4	1	Design Team Stipends		$0.00
1	4	2	Design Team and Google Stipends		$28,000.00
2	1	1	Stipends for Mentor Teacher		$21,000.00
2	1	1	Substitutes for Mentor/Mentee Meetings		$2,000.00
				Sub-Total	$79,500.00

211 Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTEs to ensure all students have access to high quality instruction		$393,000.00
1	1	1	Supplies for data disaggregation		$5,000.00
1	1	4	Writing City online curriculum for K-5		$15,000.00

211 Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Exceptional Child training		$9,000.00
3	3	1	Speaker and supplies for parent meeting on suicide awareness & prevention		$5,400.00
3	3	3	Behavior Specialist (partial funding)		$5,400.00
4	2	2	Contract presenter for family capacity building on suicide prevention		$0.00
4	3	2	Family night speaker on suicide and supplies for training		$5,400.00
4	4	1	Employ a College/Career/Military Readiness Counselor		$72,000.00
4	4	2	Employ a College/Career/Military Counselor		$0.00
				Sub-Total	$510,200.00

289 Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	PLC At Work Institute		$9,000.00
3	2	2	Wireless access points for student checkout		$9,000.00
4	3	2	Keynote speakers for Family Night at the Park		$6,000.00
4	3	4	Anonymous Alerts system and wireless access to families		$7,200.00
				Sub-Total	$31,200.00
				Grand Total	$702,900.00