



*2011-2012*

# **District Improvement Plan**

**Bastrop’s District Site Based Decision-Making Team**

**Name of School:** Bastrop ISD  
**Address:** 906 Farm Street  
 Bastrop, Texas 78621  
**Phone:** 512-321-2291

**District Improvement Team Members:**

**District Improvement Team Members Present for District Improvement Planning are Bolded & Underlined.**

<b>Name</b>	<b>Affiliation</b>	<b>Group Representative</b>	<b>Term</b>	<b>Email</b>
Armstrong, Carol	Business	Business Member		<a href="mailto:carmstrongcpa@sbcglobal.net">carmstrongcpa@sbcglobal.net</a>
Boatright, Shannon	Emile	Teacher		<a href="mailto:sboatright@bastrop.isd.tenet.edu">sboatright@bastrop.isd.tenet.edu</a>
<b><u>Brady, Nancy</u></b>	<b><u>Parent</u></b>	<b><u>Parent Member</u></b>		<b><u><a href="mailto:bradynest@att.net">bradynest@att.net</a></u></b>
Carder, Laura	LPE	Teacher		<a href="mailto:lcarder@bastrop.isd.tenet.edu">lcarder@bastrop.isd.tenet.edu</a>
Carter, Karen	Parent	Parent member		<a href="mailto:kcjc451@att.net">kcjc451@att.net</a>
Crane, Shannon	LPE	Teacher		<a href="mailto:scrane@bastrop.isd.tenet.edu">scrane@bastrop.isd.tenet.edu</a>
<b><u>Dailey, Virginia</u></b>	<b><u>Community</u></b>	<b><u>Community Member</u></b>		<b><u><a href="mailto:virgind@stedwards.edu">virgind@stedwards.edu</a></u></b>
Daugherty, Michele	LPE	Teacher		<a href="mailto:mداugherty@bastrop.isd.tenet.edu">mداugherty@bastrop.isd.tenet.edu</a>
<b><u>Davis, Vanessa</u></b>	<b><u>BBE</u></b>	<b><u>Teacher</u></b>		<b><u><a href="mailto:vdavis@bastrop.isd.tenet.edu">vdavis@bastrop.isd.tenet.edu</a></u></b>
<b><u>DeLeon, Leona (Jeanie)</u></b>	<b><u>CCMS</u></b>	<b><u>Teacher</u></b>		<b><u><a href="mailto:ldeleon@bastrop.isd.tenet.edu">ldeleon@bastrop.isd.tenet.edu</a></u></b>
George, Sheri	Parent	Parent		<a href="mailto:sheri@shipleypassociates.com">sheri@shipleypassociates.com</a>
Gonzales, D’Les	CCIS	Teacher		<a href="mailto:dlgonzales@bastrop.isd.tenet.edu">dlgonzales@bastrop.isd.tenet.edu</a>
Granado, Michael	Genesis	Teacher		<a href="mailto:mgranado@bastrop.isd.tenet.edu">mgranado@bastrop.isd.tenet.edu</a>
<b><u>Hefler, Jeffrey</u></b>	<b><u>CCIS</u></b>	<b><u>Teacher</u></b>		<b><u><a href="mailto:jhefler@bastrop.isd.tenet.edu">jhefler@bastrop.isd.tenet.edu</a></u></b>
Hoyo, Johanna	CCHS	Teacher		<a href="mailto:jhoyo@bastrop.isd.tenet.edu">jhoyo@bastrop.isd.tenet.edu</a>
Kinsey, Debra	Gateway	Teacher		<a href="mailto:dkinsey@bastrop.isd.tenet.edu">dkinsey@bastrop.isd.tenet.edu</a>
Laurent, Alan	CCMS	Teacher		<a href="mailto:alaurent@bastrop.isd.tenet.edu">alaurent@bastrop.isd.tenet.edu</a>
<b><u>Mercer, Bruce</u></b>	<b><u>BMS</u></b>	<b><u>Teacher</u></b>		<b><u><a href="mailto:bmercerc@bastrop.isd.tenet.edu">bmercerc@bastrop.isd.tenet.edu</a></u></b>
Murray, Steve	Supt.	Superintendent		<a href="mailto:smurray@bastrp.isd.tenet.edu">smurray@bastrp.isd.tenet.edu</a>
Philpot, Lynette	BIS	Teacher		<a href="mailto:lphilpot@bastrop.isd.tenet.edu">lphilpot@bastrop.isd.tenet.edu</a>
<b><u>Pogue, Cristina</u></b>	<b><u>BIS</u></b>	<b><u>Teacher</u></b>		<b><u><a href="mailto:cpogue@bastrop.isd.tenet.edu">cpogue@bastrop.isd.tenet.edu</a></u></b>
Pollard, Jane	Assist. Supt.	Assist. Supt.		<a href="mailto:jpollard@bastrop.isd.tenet.edu">jpollard@bastrop.isd.tenet.edu</a>
Preston-Jaeger, Vera	Community	Community Member		<a href="mailto:vpreston@austin.rr.com">vpreston@austin.rr.com</a>
Rainosek, Kathy	Gateway	Teacher		<a href="mailto:krainosek@bastrop.isd.tenet.edu">krainosek@bastrop.isd.tenet.edu</a>
Reid, Kay	BMS	Teacher		<a href="mailto:kreid@bastrop.isd.tenet.edu">kreid@bastrop.isd.tenet.edu</a>
Robinson, Cheryl	Business	Business Member		<a href="mailto:cheryl.robinson@tea.state.tx.us">cheryl.robinson@tea.state.tx.us</a>
<b><u>Roll, Nancy</u></b>	<b><u>Sec. Cur. Dir.</u></b>	<b><u>Business Member</u></b>		<b><u><a href="mailto:nroll@basgtrop.isd.tenet.edu">nroll@basgtrop.isd.tenet.edu</a></u></b>

<b><u>Ronquillo, DeraLynn</u></b>	<b><u>CCE</u></b>	<b><u>Teacher</u></b>		<a href="mailto:dronquillo@bastrop.isd.tenet.edu">dronquillo@bastrop.isd.tenet.edu</a>
Rubio, Marisela	CCHS	Teacher		<a href="mailto:mrubio@bastrop.isd.tenet.edu">mrubio@bastrop.isd.tenet.edu</a>
Seekatz, Kellye	Emile	Teacher		<a href="mailto:kseekatz@bastrop.isd.tenet.edu">kseekatz@bastrop.isd.tenet.edu</a>
Stidham, Heather	Mina	Teacher		<a href="mailto:hstidham@bastrop.isd.tenet.edu">hstidham@bastrop.isd.tenet.edu</a>
Stiurca, Ecaterina	Genesis	Teacher		<a href="mailto:estiurca@bastrop.isd.tenet.edu">estiurca@bastrop.isd.tenet.edu</a>
Thompson, Heather	Parent	Parent		<a href="mailto:heatherm@austin.utexas.edu">heatherm@austin.utexas.edu</a>
Tucker, Lauren	RRE	Teacher		<a href="mailto:ltucker@bastrop.isd.tenet.edu">ltucker@bastrop.isd.tenet.edu</a>
Vaughan, Micaela	RRE	Teacher		<a href="mailto:mvaughan@bastrop.isd.tenet.edu">mvaughan@bastrop.isd.tenet.edu</a>
<b><u>Walczyk, Sonya</u></b>	<b><u>BHS</u></b>	<b><u>Teacher</u></b>		<a href="mailto:swalczyk@bastrop.isd.tenet.edu">swalczyk@bastrop.isd.tenet.edu</a>
Washington, Vivian	CCE	Teacher		<a href="mailto:vwashington@bastrop.isd.tenet.edu">vwashington@bastrop.isd.tenet.edu</a>
Weilert, Evelyn	Community	Community Member		<a href="mailto:evelynw03@gmail.com">evelynw03@gmail.com</a>
Werner, Martha	Mina	Teacher		<a href="mailto:mwerner@bastrop.isd.tenet.edu">mwerner@bastrop.isd.tenet.edu</a>
<b><u>Williford, Carol</u></b>	<b><u>BBE</u></b>	<b><u>Teacher</u></b>		<a href="mailto:cwilliford@bastrop.isd.tenet.edu">cwilliford@bastrop.isd.tenet.edu</a>
<b><u>Willoughby, Mark</u></b>	<b><u>BHS</u></b>	<b><u>Teacher</u></b>		<a href="mailto:mwilloughby@bastrop.isd.tenet.edu">mwilloughby@bastrop.isd.tenet.edu</a>

All District Site Base Members that are “Bold and Underlined” participated in the planning of the District Improvement Plan on June 13 & 17, 2011.

Part I:

## ***Our Profile***

### **A. Executive Summary**

#### **Introduction:**

In this section of our school improvement plan an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education are provided.

#### **Student Performance Data**

State Measures for grades 3-Exit at Bastrop ISD. The percentages of our students meeting the state standards in the spring of 2010 were as follows.

- 87 % of all students passed reading/English language arts
- 80 % of all students passed mathematics
- 88 % of all students passed writing
- 94 % of all students passed social studies
- 77 % of all students passed science

The State of Texas requires a reading assessment to be administered each year. During the 2010-2011 school years, the AIMS Web Inventory was administered to grades K, 1, and 2.

District Measures for grades K-8: BISD Academic Targets of student achievement are conducted each spring in the learning areas of reading, writing, mathematics, science and social studies.

## 1. Student and Community Demographic Data

The total enrollment of Bastrop ISD is 9,075. This is up from 8,504 in the 2009-2010 school year.

The subpopulation breakdown is as follows:

39.32% White	0.60% Native American
50.62% Hispanic	16.98 % LEP (Limited English Proficient)
6.45% African American	64.96 % Economically Disadvantaged
0.57% Asian	

The students of Bastrop ISD are residents of a rural community made up of the City of Bastrop with a population of 8,438 and the City of Cedar Creek with a population of [REDACTED]. The community has a minimum of service industry, small retail businesses, and agriculture. The largest single employer is the Bastrop Independent School District.

## 2. School Characteristics

Bastrop ISD is a public, rural /semi-rural school district that is comprised of 14 campuses situated in approximately 450 square miles of Bastrop County. We serve students from the city of Bastrop, as well as other surrounding communities including Paige, Red Rock, Rockne, Cedar Creek, Shiloh, and Lake Bastrop.

Bastrop High School built in 1985 with an enrollment of 1,721; Cedar Creek High school built in 2010 with an enrollment of 557; Bastrop Middle School built in 1999 with an enrollment of 640; Cedar Creek Middle School built in 2000 with an enrollment of 683, Bastrop Intermediate School built in 1994 with an enrollment of 685; Cedar Creek Intermediate School built in 2004 with an enrollment of 739; Mina Elementary School was originally built in 1960 to serve primary and secondary students and through the years has been renovated to serve not only a PK-4 student body with an enrollment of 550, but Mina also houses the BISD Service Center; Cedar Creek Elementary School built in 1994 with an enrollment of 806; Red Rock Elementary School built in 2000 with an enrollment of 582; Emile Elementary School was originally built in 1953 to serve African American students grades K-12, but after desegregation in the late 1960's, Emile has been renovated several times to serve elementary students PK-4 with an enrollment of 534; Bluebonnet Elementary School built in 2004 with an enrollment of 618; and Lost Pines Elementary School built in 2004 with an enrollment of 727. The district has one alternative academic campus - Genesis – and this campus was established in 1991 with an average enrollment of 30. The district also has an alternative education plan school – Gateway - established in 1991 with an average enrollment of 20.

## **B. Assessment of the Current Situation**

### **Comprehensive Needs Assessment**

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBC or various members reviewed all available data to identify our strengths and to prioritize our most urgent needs. The review includes data from the following:

- Disaggregation of AEIS data
- Results of early reading assessments
- Teacher and Student Surveys
- Discipline Data Review
- Safety and Security Audit
- Teacher Demographics, Highly Qualified and Retention Rates
- Staff Development Records and Surveys
- Parent Involvement Records and Communication
- Student Attendance and Completion Rate I
- PBMAS
- GT Program Evaluation Data
- Texas Common Application
- Technology Data
- Migrant Student Data
- Other

**Table 1: AEIS Historical Data-District Summary Sheet**

		<b>Bastrop</b>	<b>Bastrop</b>	<b>Bastrop</b>	<b>Bastrop</b>
<b>Reading/ELA</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students		87%	87%	84%	89%
African American		83%	84%	76%	82%
Hispanic		82%	82%	78%	84%
White		92%	93%	91%	93%
Special Education			60%	47%	66%
Economically Dis		83%	83%	77%	84%
LEP			62%	56%	64%
Male			85%	81%	86%
Female			89%	87%	91%
<b>Writing</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students		88%	87%	87%	91%
African American		91%	84%	83%	83%
Hispanic		85%	85%	86%	91%
White		91%	89%	88%	92%
Special Education			49%	48%	74%
Economically Dis		85%	84%	83%	89%
LEP			74%	81%	87%
Male			84%	81%	88%
Female			90%	93%	94%
<b>Math</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students		80%	79%	75%	75%
African American		72%	69%	61%	56%
Hispanic		75%	74%	70%	71%
White		86%	85%	82%	82%
Special Education			47%	39%	54%
Economically Dis		75%	74%	68%	68%
LEP			64%	59%	62%
Male			79%	75%	76%
Female			79%	75%	74%

		<b>Bastrop</b>	<b>Bastrop</b>	<b>Bastrop</b>	<b>Bastrop</b>
<b>Social Studies</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students		94%	95%	89%	86%
African American		88%	91%	83%	77%
Hispanic		92%	92%	85%	80%
White		97%	98%	94%	93%
Special Education			77%	56%	51%
Economically Dis		92%	92%	84%	81%
LEP			77%	50%	34%
Male			95%	90%	85%
Female			95%	89%	87%

		<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
<b>Science</b>	<b>State</b>				
All Students		77%	79%	72%	
African American		67%	68%	57%	
Hispanic		68%	70%	59%	
White		89%	89%	84%	
Special Education			51%	38%	
Economically Dis		70%	72%	61%	
LEP			41%	29%	
Male			82%	73%	
Female			76%	71%	

		<b>Bastrop</b>	<b>Bastrop</b>	<b>Bastrop</b>	<b>Bastrop</b>
<b>Commended Performance</b>					
<b>Reading/ELA</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students		27%	27%	26%	30%
African American			18%	16%	22%
Hispanic			19%	18%	21%
White			37%	35%	38%
Special Education			6%	5%	12%
Economically Dis		20%	19%	18%	20%
LEP			11%	11%	8%
Male			23%	23%	27%
Female			31%	29%	32%

<b>Commended Performance</b>		Bastrop	Bastrop	Bastrop	Bastrop
<b>Math</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students		24%	23%	22%	24%
African American			10%	10%	12%
Hispanic			19%	17%	18%
White			29%	28%	30%
Special Education			6%	5%	10%
Economically Dis		19%	17%	16%	17%
LEP			11%	14%	13%
Male			23%	23%	25%
Female			23%	20%	22%

<b>Commended Performance</b>		Bastrop	Bastrop	Bastrop	Bastrop
<b>Writing</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students			19%	24%	23%
African American			11%	17%	17%
Hispanic			13%	16%	16%
White			28%	32%	29%
Special Education			5%	3%	9%
Economically Dis			12%	15%	15%
LEP			4%	7%	3%
Male			14%	18%	19%
Female			26%	30%	26%

<b>Commended Performance</b>		Bastrop	Bastrop	Bastrop	Bastrop
<b>Science</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
All Students			25%	20%	17%
African American			9%	10%	7%
Hispanic			17%	11%	9%
White			34%	28%	25%
Special Education			10%	6%	5%
Economically Dis			18%	13%	11%
LEP			4%	2%	1%
Male			29%	25%	20%

Female			20%	16%	14%
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<b>Commended Performance Social Studies</b>	<b>State</b>	<b>Bastrop 2011</b>	<b>Bastrop 2010</b>	<b>Bastrop 2009</b>	<b>Bastrop 2008</b>
All Students			45%	36%	28%
African American			35%	25%	14%
Hispanic			32%	23%	18%
White			58%	48%	38%
Special Education			11%	8%	6%
Economically Dis			33%	26%	18%
LEP			6%	3%	1%
Male			49%	40%	31%
Female			41%	32%	24%

<b>Attendance Rates</b>	<b>State</b>	<b>Bastrop 2011</b>	<b>Bastrop 2010</b>	<b>Bastrop 2009</b>	<b>Bastrop 2008</b>
All Students				95.0%	94.4%
African American				95.6%	94.7%
Hispanic				95.2%	94.6%
White				94.7%	94.2%
Male				95.0%	94.5%
Female				95.0%	94.4%

<b>Completion Rate (Graduates/Continuers)</b>	<b>State</b>	<b>Bastrop 2011</b>	<b>Bastrop 2010</b>	<b>Bastrop 2009</b>	<b>Bastrop 2008</b>
All Students			94.0%	93.4%	89.5%
African American			93.0%	93.8%	89.8%
Hispanic			92.4%	92.6%	84.4%
White			95.3%	94.2%	92.2%
Special Education				88.4%	79.7%
Economically Dis			94.1%	93.9%	85.5%
LEP				92.9%	50.0%
Male				91.1%	88.3%
Female				96.2%	91.0%

<b>Dropout Rate (7-8)</b>		<b>Bastrop</b>	<b>Bastrop</b>	<b>Bastrop</b>	<b>Bastrop</b>
<b>Ethnicity</b>	<b>State</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
African American		0.0	0.0	0.0	0.0
Hispanic		0.0	0.0	0.0	0.0
White		0.0	0.0	0.0	0.0
Economically Dis		0.0	0.0	0.0	0.0

**NEEDS ASSESSMENT:**

**1. State Accountability Ratings**

2007 – 2008	11 of 13 campuses/district achieved Acceptable or above ratings (85%)
2008 – 2009	12 of 13 campuses & district achieved Acceptable or above ratings (92%)
2009 – 2010	13 of 13 campuses & district achieved Acceptable or above ratings (100%)
2010—2011	11 of 13 campuses & district achieved Acceptable or above ratings (85%) Gateway, our 14 <sup>th</sup> campus, is not rated or counted here.

**2. Adequate Yearly Progress (AYP) Standards**

2007 – 2008	7 of 12 campuses & district (58%)
2008 – 2009	12 of 13 campuses & district (92%)
2009 – 2010	10 of 13 campuses; district did not meet (77%)
2010—2011	6 of 14 campuses met AYP (46%), Gateway, our 14 <sup>th</sup> campus, is not rated or counted here.

**3. Percent of Students Taking SAT/ACT**

Class of 2006	47.8%
Class of 2007	61.4%
Class of 2008	57.1%
Class of 2009	47.1%
Class of 2010	Available December, 2011

**4. College Readiness Standards**

Class of 2006	28% in Reading and Math
Class of 2007	34% in Reading and Math
Class of 2008	34% in Reading and Math

Class of 2009            34% in Reading and Math  
Class of 2011            Available December, 2011

5.     **Completion rate for 9 – 12**

Class of 2007     83.1%  
Class of 2008     89.5%  
Class of 2009     93.4%  
Class of 2010     94.0%

6.     **Higher Education Enrollment**

Class of 2007     45%  
Class of 2008     45%  
Class of 2009     40%  
Class of 2010     Available with AEIS Report in the fall

7.     **FIRST Ratings**

2006 – 2007 Superior  
2007 – 2008 Superior  
2008 – 2009 Superior  
2009 – 2010 Superior  
2010—2011

8.     **Staff Attendance**

2007 – 2008 94.8%  
2008 – 2009 94.3%  
2009 – 2010 94.2%  
2010 – 2011 Available with AEIS Report in the fall

9.     **Student Attendance**

2007 – 2008 94.3%  
2008 – 2009 94.9%  
2009 – 2010 94.4%  
2010 – 2011 Available with AEIS Report in the fall

*Part II:*

***We Believe That . . .***

- Family is the foundation that supports the development of the individual and the community.
- Respect for other and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A Culture of high expectations is a commitment to our future.
- Positive character produces positive actions.

## ***Our Mission Statement***

The mission of Bastrop Independent School District, a leader in innovative student centered education, is to motivate and ignite passion for life-long learning and successfully prepare all students to compete globally by ensuring engagement in a diverse, rigorous, and relevant learning experience that incorporates 21<sup>st</sup> Century Skills.

*Critical Thinking & Problem Solving*  
*Collaboration across Networks & Leading by Influence*  
*Agility & Adaptability*  
*Initiative & Entrepreneurialism*  
*Effective Oral & Written Communication*  
*Accessing & Analyzing Information*  
*Curiosity & Imagination*

## ***Objectives of Bastrop ISD***

- Objective 1: To have 100% of Bastrop ISD students graduate.
- Objective 2: To have 100% of our students enter post secondary schooling, military, or work force within three months after graduating.
- Objective 3: To have 100% of our students successful in post secondary schooling, military or workforce.
- Objective 4: To have 100% of our students involved in extra or co-curricular activities.
- Objective 5: To have 100% of our students develop and exhibit strong character traits in their daily lives.

# *Strategies/Goals of Bastrop ISD*

Strategy/Goal 1: Learning

We will meet the needs of each student by providing diverse, meaningful and personal learning experiences and environments.

Strategy/Goal 2: Student Involvement

We will put into place a framework of independent and interdependent programs and opportunities to encourage and grow student involvement in extra and co-curricular activities.

Strategy/Goal 3: Post Secondary Readiness

We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.

Strategy/Goal 4: Post Secondary Success

We will take a comprehensive approach to develop a network of support to ensure success after high school.

Strategy/Goal 5: Character

We will promote age appropriate character development with emphasis on modeling common expectations of behavior.

Strategy/Goal 6: Relationships

We will encourage our diverse community to ensure the social and emotional well-being of our students and families.

# Specific Results/Performance Objectives of Bastrop ISD

## **Strategy/Goal 1/Learning**

**We will meet the needs of each student by providing diverse, meaningful and personal learning experiences and environments.**

Specific Result/Objective 1: A consistent, viable and vertically aligned curriculum will be implemented through best practices district wide.

Specific Result/Objective 2: Expand the implementation of project based learning to all schools in order to ensure meaningful and personal learning experiences for all students.

Specific Result/Objective 3: Provide professional development to expand our staff's ability to successfully implement project-based learning, differentiation, thinking maps and sheltered instruction I order to ensure meaningful and personal learning experiences for all students.

## **Strategy/Goal 2/Student Involvement**

**We will put into place a framework of independent and interdependent programs and opportunities to encourage and grow student involvement in extra and co-curricular activities.**

Specific Result/Objective 1: The district will designate a Student Activities Coordinator who will be responsible for training and supporting the Campus Student Activities Coordinators and serve as the central contact for extra and co-curricular activities by establishing policies and procedures.

Specific Result/Objective 2: Each campus, along with campus student activities coordinators, will assess student interest and viability of extra and co-curricular activities that are offered.

Specific Result/Objective 3: Use a media environment that effectively communicates with parents and students about extra and co-curricular activities.

## **Strategy/Goal 3/Post Secondary Readiness**

**We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.**

Specific Result/Objective 1: Campus grade level grouping will be reconfigured.

Specific Result/Objective 2: Introduce Spanish Language at elementary as an organized, intensive early intervention.

Specific Result/Objective 3: Implement First Chess as an organized, intensive, early intervention.

Specific Result/Objective 4: Increase identification and participation in the pre-K program as an organized, intensive, early intervention.

Specific Result/Objective 5: Integrate academic, technological, and 21<sup>st</sup> century skills in every class to create graduates equipped for successful post-secondary experiences.

Specific Result/Objective 6: Intervention/enrichment will be implemented in order to increase participation in and improve scores on entrance and college readiness exams.

#### **Strategy/Goal 4/Post Secondary Success**

**We will take a comprehensive approach to develop a network of support to ensure success after high school.**

Specific Result/Objective 1: Students entering grades 9-12 will have an understanding of post-secondary opportunities.

Specific Result/Objective 2: BISD will implement a district-wide advisory/counseling program to guide all middle school and high school students in post-secondary planning.

Specific Result/Objective 3: Each high school senior will participate in a meaningful education experience outside of the classroom.

Specific Result/Objective 4: BISD will add new certifications for to enhance our currently existing career clusters and provide opportunities for internships.

Specific Result/Objective 5: A post-graduation tracking system will be maintained.

#### **Strategy/Goal 5/Character**

**We will promote age appropriate character development with emphasis on modeling common expectations of behavior.**

Specific Result/Objective 1: Implement a community/school service program.

Specific Result/Objective 2: Implement a character development program at each campus.

#### **Strategy/Goal 6/Relationships**

**We will encourage our diverse community to ensure the social and emotional well-being of our students and families.**

Specific Result/Objective 1: The district will implement a standardized system using proactive, preventative programs and strategies or identifying and serving students and families with social and emotional concerns.

Specific Result/Objective 2: The district will implement a standardized discipline management system based on the principles of Dr. Ruby Payne, Love and Logic and Emotional Intelligence.

Specific Result/Objective 3: All campuses will implement a comprehensive social education program that includes bullying/harassment, drug and alcohol abuse, violence and human sexuality.

Part III:

## School Improvement Plan

Strategy 1: We will meet the needs of each student by providing diverse, meaningful and personal learning experiences and environments.						
<i>Specific Result/Objective 1</i>	<i>A consistent, viable, and vertically aligned curriculum will be implemented through best practices district-wide.</i>					
Summative Evaluation:	State Assessments for Reading, Writing, Math, Science, Social Studies, and AIMS					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
<i>1. Purchase CSCOPE as the foundation curriculum for core subject areas (math, science, language arts, and social studies) for Kindergarten through High School.</i>	AEIS		Assistant Supt. of C&I	May 2011	Curriculum Dept. Principals Teachers	CSCOPE Document
<i>2. Train all district administrators and core area teachers in the use of CSCOPE, including the difference between “curriculum” (the what) and “implementation” (the how),</i>			Assistant Supt. of C&I	May 2011 – July 2012	Curriculum Staff CSCOPE	Professional Development Schedule
<i>3. Assemble teachers to create a specific and detailed scope and sequence outlining best practices for subject areas not covered by CSCOPE with the guidance of district staff and campus administration.</i>	AEIS		Assistant Supt. of C&I	May 2011	Teachers Principals Curriculum Specialist	Curriculum Mapping Calendar
<i>4. Provide follow-up support for implementation of CSCOPE and scope and sequences through Professional Learning Communities, peer and administrator observations, feed-back conferences, and additional training as needed.</i>			Assistant Supt. of C&I	August 2011 – July 2012	Teachers Principals Curriculum Specialist Parents	Curriculum Specialist Teacher Support Logs
<i>5. Teachers will communicate the learning objectives with students, parents and guardians throughout the year on a regular basis.</i>			Assistant Supt. of C&I	July 2011 – July 2012	Class Websites	Class/Campus Websites
<i>6. Provide resources to parents/guardians to assist students (supplemental materials/resources).</i>			Assistant Supt. of C&I	August 2011 – July 2012	Teachers CSCOPE document & materials	Parent/Teacher/Student Conference Meetings

<i>7. Evaluate and monitor implementation through PDAS and classroom walk-throughs</i>	<b>AEIS</b>	Special Ed	Assistant Supt. of C&I Principals	August 2011 – July 2012	Principals	PDAS and walkthrough schedule
8. Evaluate effectiveness of curricula through student assessment data.	AEIS		Assistant Supt. of C&I	September 2011-June 2011	Student Assessments	STAAR Scores
<i>9. Determine the need for revisions or changes (in implementation) based on evaluation data.</i>	AEIS		Assistant Supt. of C&I	May 2012	Teachers Principals Curriculum Specialist Curriculum Directors	STAAR Scores

<b>Strategy 1: We will meet the needs of each student by providing diverse, meaningful and personal learning experiences and environments.</b>						
<i>Specific Result/Objective 2</i>	<i>Expand the implementation of project-based learning to all schools in order to ensure meaningful and personal learning experiences for all students.</i>					
Summative Evaluation:	State Assessments for Reading, Writing, Math, Science, Social Studies, and AIMS					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative/Summative Evaluation
<i>1. Develop an evaluation for campuses on their understanding and/or implementation of project-based learning.</i>			Assistant Supt. of C&I, Principals	August 2011 – July 2012	Curriculum Dept. Principals Teachers	Evaluation Instrument
<i>2. Provide opportunities for administration, instructional support, parents and community to visit and observe campuses that are successfully implementing project-based learning.</i>			Assistant Supt. of C&I	August 2011 – July 2012	Classrooms implementing PBL	Principal Logs of Visits
<i>3. Set expectations for the amount of time that should be spend on project-based learning results in classrooms that include teacher, peer, community and administrative feedback.</i>			Assistant Supt. of C&I, Principals	August 2011 – July 2012	Teachers Principals Curriculum Specialist	Time Frame Expectations established for classrooms

<i>4. Develop an instrument to evaluate the implementation of project-based learning results in classroom that includes teacher, peer, community and administrative feedback.</i>			Assistant Supt. of C&I, Principals, Directors of C&I	August 2011 – July 2012	Teachers Principals Curriculum Specialist Parents	Evaluation Instrument
<i>5. Provide on-going training for all K-12 staff in project-based learning and the development of engaging, meaningful projects.</i>			Assistant Supt. of C&I, Directors of C&I	July 2011 – July 2012	Professional Development	Professional Development Schedule
<i>6. Designate half days for professional learning communities to use as a platform for project-based learning.</i>			Assistant Supt. of C & I	August 2011 – July 2012	PLC Early Release Time	PLC District-Wide Calendar
7. Form campus Student Review Teams for diagnostic and prescriptive data analysis/monitoring/problem solving		Special Ed	Campus Case managers, Special Ed Coordinators, Counselors, Campus Administrators, Special Ed Teachers, Assessment Personnel	August 2011 – July 2012	Special Ed Staff	Student Review Team Meeting Dates

<b>Strategy 1: We will meet the needs of each student by providing diverse, meaningful and personal learning experiences and environments.</b>						
<b><i>Specific Result/Objective 3</i></b>	<i>Provide professional development to expand our staff's ability to successfully implement project-based learning, differentiation, Thinking Maps and sheltered instruction in order to ensure meaningful and personal learning experiences for all students.</i>					
Summative Evaluation:	State Assessments in Reading, Writing, Math, Science, Social Studies and AIMS					
<b>Action(s) Implementations</b>	<b>Needs Assess</b>	<b>Special Population</b>	<b>Person(s) Responsible</b>	<b>Timeline Start/End</b>	<b>Resources Human/Materia l/Fiscal</b>	<b>Formative/Summative Evaluation</b>
<i>1. Develop an evaluation for campuses on their understanding and/or implementation of various instructional techniques, including but not limited to:</i> <i>* differentiation</i> <i>* sheltered instruction</i> <i>* thinking maps</i> <i>* positive school cultures and climates</i>	AEIS	AR LEP ESL AA Hisp. White Eco. Dis. GT Mig	Assistant Supt. of C & I	September 2011 – July 2012	Curriculum Department Principals	Evaluation Documents

<i>2. Provide ongoing training for all staff in identified instructional techniques.</i>	AEIS		Assistant Supt. of C & I	August 2011 – July 2012	Curriculum Department	Professional Development Calendar
<i>3. Provide opportunities for administration, instructional support, parents and communities to visit and observe campuses that are successfully implementing identified instructional techniques.</i>			Assistant Supt. of C & I	September 2011 – June 2012	Principals Teachers	Campus Sign-In Sheets
<i>4. Encourage teachers to participate in self assessment/growth</i>			Assistant Supt. of C & I	July 2011 – July 2012	Principals Professional Development Opportunities	Teacher Professional Development Survey
5. Evaluate the effectiveness of the G/T program annually.			Adv. Academics Specialist	June 2012	Survey Monkey	Completed surveys

<b>Strategy 1: We will meet the needs of each student by providing diverse, meaningful and personal learning experiences and environments.</b>						
<b>Specific Result/Objective 4-A</b>	100% of all secondary students will demonstrate grade level language usage performance standards, or above, including academic language usage by 2016.					
Summative Evaluation:	By May 2012, 85% of BISD students in grades 3-12 will be able to demonstrate grade level language usage at performance standards, or above, including academic language usage.					
<b>Action(s) Implementations</b>	<b>Needs Assess</b>	<b>Special Population</b>	<b>Person(s) Responsible</b>	<b>Timeline Start/End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative/Summative Evaluation</b>
1. Establish and implement a district-wide assessment for measuring 6-12 academic usage performance success on grade level.	AEIS	LEP ESL Eco	Secondary Curriculum Director	May 2011 – May 2012	CSCOPE Teacher Made Common Assessments	District-wide assessment measuring grade-level appropriate academic language.
2. Individual Campuses will establish RTI teams to target low-performing students.	AEIS	AR LEP ESL AA Hisp. White Eco. Dis. Spec. Ed.	Secondary Curriculum Director	May 2011- May 2012	BISD Staff	Lists of all RTI Campus Teams

3. Develop and provide teachers with district-wide protocols to assist in identifying and addressing the needs of low performing students.	AEIS	AR LEP ESL AA Hisp. White Eco. Dis. Mig Spec. Ed.	Secondary Curriculum Director	May 2011- May 2012	RTI Procedures	RTI District Procedural Manual
4. Develop and provide a clear, district-wide protocol for parental contact and involvement with all low-performing students.		Low performing students	Secondary Curriculum Director Principals	May 2012	RTI Procedures	RTI District Procedural Manual
5. Provide professional development to train teachers in the BISD RTI process.			Secondary Curriculum Director	August 2011	RTI State Expectations	BISD Professional Development Calendar
6. Provide teachers with effective, standardized instructional tools and forms for addressing the needs of low-performing students.	AEIS	AR AA Hisp. Eco. Dis. Spec. Ed.	Secondary Curriculum Director	August 2011	RTI District Materials	RTI District Procedural Manual
7. Provide conferencing opportunities for RTI teams to meet.			Secondary Principals	August 2011- June 2012`	Staff Calendars	Calendar dates of scheduled RTI campus meetings.
8. Develop a seamless transitional process from intermediate to middle school campuses and from middle school to high school campuses to continue to meet the needs of low-performing students.		AR LEP ESL AA Hisp. White Eco. Dis. Spec. Ed.	Elementary and Secondary Curriculum Directors Principals	September 2011 – July 2012	RTI District and State Protocols	BISD RTI Procedural Manual
9. All 6-8 students will achieve grade-level lexile standards.		All students	Secondary Curriculum Director 6-8 Campus Principals	May 2012	Lexile measuring tools	Lexile scores on all 6-8 students.

<i>Specific Result/Objective 4-B</i>	100% of K-2 students will meet normative performance standards of AIMS Web, or comparable assessment tool such as Tejas Lee, by May 2016.
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Summative Evaluation:	By May 2012, 80% of BISD K-2 students will demonstrate average, or above average, performance for AIMS Web reading, fluency and comprehension.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
1. Develop and provide teachers with district-wide protocols to assist teachers in addressing the needs of low performing students.	Early Reading Assessments	AR LEP ESL AA Hisp. White Eco. Dis. Spec. Ed.	Elementary Curriculum Director	May 2011- May 2012	RTI Procedures	RTI District Procedural Manual
2. Develop and provide a formal, district-wide protocol for parental contact and involvement with all low-performing students.			Elementary Curriculum Director Principals	May 2012	RTI Procedures	RTI District Procedural Manual
3. Provide professional development to train teachers in the RTI process.		Low-performing students	Elementary Curriculum Director	August 2011	RTI State Expectations	RTI District Procedural Manual
4. Provide teachers with effective, standardized instructional tools and forms for addressing the needs of low-performing students.		Low-performing students	Elementary Curriculum Director	August 2011- July 2012	RTI District Materials	Professional Development Calendar
5. Provide conferencing opportunities for RTI teams to meet.		Low-performing students	Elementary Principals	August 2011- June 2012`	Staff Calendars	Calendar dates of scheduled RTI campus meetings.
6. Develop a seamless transition process for K-4 campuses to 5-6 campuses to meet the needs of low-performing students.		Low-performing students	Elementary Curriculum Directors Principals	September 2011 – July 2012	RTI District and State Protocols	RTI District Procedural Manual

<b>Strategy 1: We will meet the needs of each student by providing diverse, meaningful and personal learning experiences and environments.</b>						
<b>Specific Result/Objective 5</b>						
Summative Evaluation:	Migrant Student Performance on State Assessments					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation

					I/Fiscal	
<p>1. Implement the required Seven Areas of Focus of the Migrant Education Program:</p> <p>a. Service coordination for all levels to include a comprehensive set of instructional, counseling and support activities in in-school and inter-agency coordination with community agencies.</p> <p>b. Early education for age 3 to Pre-K to include inventories and checklists for needs assessment and evaluation.</p> <p>c. Participate in NGS data transfer to maintain comprehensive records of each migrant child, to access information provided by other school districts and agencies, and to ensure that all data are consistent with both NGS and PEIMS.</p> <p>d. Continue parental involvement programs for all levels to target the unique needs, values, and strengths of the migrant parent populations including the implementation of migrant Parent Advisory council as required by law.</p> <p>e. Continue identification and recruitment of all levels to conduct year-round recruitment activities in order to identify every eligible migrant student.</p> <p>f. Continue graduation enhancement for grades 7-12 to include, but not limited to, effective instructional services, tutorials, counseling, MSC, dropout recovery, advanced placement courses, college admissions testing, and parent training on graduation requirements.</p> <p>g. Continue secondary credit exchange and accrual for grades 7-12 performance standards and whose education has been interrupted during the regular school year.</p>	Migrant Education Program Priority for Service Action Plan	Mig	Migrant Coordinator, Campus Principals, Director of Assessment and Student Support, Counselors	August 2011	Title IC	<p>Building Bridges participation</p> <p>NGS reports</p> <p>PAC meeting agendas and minutes</p> <p>COE's</p> <p>Graduation Rate Course Credits</p> <p>Transcripts</p>
<p>2. BISD will provide pregnancy related services (PRS) that include on-campus support and comprehensive education through home-bound services to pregnant students as required medically and during the postpartum period as</p>		Pregnant students	Counselors PRS Coordinator	August 2011	Local Funds	<p>Homebound Schedule Credits earned Graduation rate</p>

needed to ensure that students stay in school and graduate.						
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<b>Strategy 1: We will meet the needs of each student by providing diverse, meaningful and personal learning experiences and environments.</b>						
<b>Specific Result/Objective 6</b>	All BISD students will be taught by highly qualified teachers. All instructional aides will be highly qualified.					
Summative Evaluation:	By May 2012, 100% of all classes will be taught by highly qualified teachers, 100% of all paraprofessionals assisting with student instructions will be highly qualified, and 100% of all teachers will receive high quality professional development.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
1. Conduct recruitment activities to ensure highly qualified personnel in all positions, including participating in job fairs, posting vacancies in multiple sites/organizations and maintaining an active webpage.	TEA		Asst. Supt. for Human Resources	Immediately following an opening	Title II, Part A	Number/percent of highly qualified teachers in BISD.
2. Assist teachers in maintaining or attaining certification through alternative programs. Assist teachers in attaining GT certifications, ESL certification, coursework and ExCET testing to ensure all staff are highly qualified as student needs and populations change..	TEA		Secondary and Elementary Curriculum Directors	August 2011	Beginning Teacher Orientation Mentoring Grant Title II, Part A	Mentoring program in place. Mentors training and appropriate personnel assigned to mentors. Teacher Certifications
3. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	TEA		Asst. Supt. for Human Resources	August 2011	Time	Number/percent of highly qualified paraprofessionals in BISD.
4. Provide high quality, ongoing staff development based on scientifically based research and identified as appropriate through district/campus Comprehensive Needs Assessment to all teachers in the following areas: technology, classroom management, district discipline policies, student code of conduct, conflict resolution, and G/T.			Campus Principal Curriculum Department	August 2011 – May 2012	Title I funds, Title II funds, Title III funds, Local funds	BISD Professional Development Calendar

**Bastrop ISD  
District Improvement Plan  
2010-2011**

**Strategy 2: We will put into place a framework of independent and interdependent programs and opportunities to encourage and grow student involvement in extra and co-curricular activities.**

<i><b>Specific Result/Objective 1</b></i>	<i>We will put into place a framework of independent and interdependent programs and opportunities to encourage and grow student involvement in extra and co-curricular activities.</i>					
Summative Evaluation:	Student survey results indicate 75% of students are involved or are satisfied with extra-curricular activities.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/ Summative Evaluation
<i>1. Develop an annual training program for Campus Student Activities Coordinators.</i>			Principals, Campus Student Activity Coordinators	2012-2013		Training completed
<i>2. Convene a quarterly network meeting with the Campus Student Activities Coordinators.</i>			Principals	2012-2013		Agenda and minutes
<i>3. Continually seek out new opportunities to encourage and grow student involvement in extra and co-curricular activities.</i>			Principals	2012-2013		List of activities
<i>4. Liaise with the district's Director of Communication to promote and publicize student activity programs.</i>			Principals, Director of Communications	2012-2013		Publicized event
<i>5. Provide a platform for community and civic organizations to engage in program sponsorship.</i>			Principals	2012-2013		Schedule of meetings
<i>6. Create engaging web content to promote student involvement in extra-curricular activities.</i>			Principals	2012-2013		Webpage completed
<i>7. Compile a resource guide including, but not limited to, guidelines as well as relevant policies and procedures for use by Campus Student Activities Coordinator and sponsors to ensure consistency throughout the district.</i>			Principals	2012-2013		Resource guide

<b>Strategy 2: We will put into place a framework of independent and interdependent programs and opportunities to encourage and grow student involvement in extra and co-curricular activities.</b>						
<b>Specific Result/Objective 2</b>	<i>Each Campus, along with the District Student Activities Coordinator, will designate Campus Student Activities Coordinator who will be responsible for coordinating and promoting student involvement in extra and co-curricular activities.</i>					
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
<i>1. Liase with the DSAC.</i>			Principals	2013-2014		
<i>2. Attend annual training and quarterly meetings arranged by the DSAC.</i>			Principals	2013-2014		
<i>3. Continually seek out new opportunities to encourage and grow student involvement in extra and co-curricular activities.</i>			Principals	2013-2014		
<i>4. Serve as a support system for campus activities sponsors.</i>			Principals	2013-2014		
<i>5. Communicate current information about extra and co-curricular activities with the campus, district and community.</i>			Principals	2013-2014		
6. Maintain and distribute campus activities/events calendar.			Principals	2013-2014		
<i>7. Oversee campus extra and co-curricular fund raising activities.</i>			Principals	2013-2014		

<b>Strategy 2: We will put into place a framework of independent and interdependent programs and opportunities to encourage and grow student involvement in extra and co-curricular activities.</b>						
<b>Specific Result/Objective 3</b>	<i>Use Media environment that effectively communicates with parents and students about extra co-curricular activities.</i>					
Summative Evaluation:	Parent survey indicates effective communication					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
<i>1. The District will support a website that provides current links to a complete list and descriptions of campus student activity program pages across the ISD.</i>			Principals	2013-2014		Bastrop ISD Website
<i>2. Each campus will maintain a page on their website containing current information and contacts for all extra and co-curricular student activity programs including downloadable or online (submitable) forms for enrollment or parental permission.</i>			Principals	2013-2014		Bastrop ISD Website
<i>3. The District will implement a communication process that facilitates updating website content by campus student activity coordinators and program sponsors.</i>			Principals	2013-2014		Bastrop ISD Website

<b>Strategy 2: We will put into place a framework of independent and interdependent programs and opportunities to encourage and grow student involvement in extra and co-curricular activities.</b>						
<b>Specific Result/Objective 4</b>	Create the opportunity for all students to join/participate in extra-curricular activities throughout the year.					
Summative Evaluation:	100% of BISD Students will be involved in some type of extra-curricular activity.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
1. Collect data regarding student interests and extra-curricular activities from 100% of the students.			Campus Principal Campus Coordinator	August 2011 – July 2012	Student Interest Extra-curricular activity options	Survey of Student’s Extra Curricular Activities of Interest
2. Generate a correlation matrix between extra-curricular activities of student’s interest and course objectives.			Campus Principal Campus Coordinator	August 2011 – July 2012	Staff Student Activities	Correlation Matrix

3. Integrate correlations in project-based learning and cross curricular activities when appropriate.			Campus Principal Teachers	August 2011 – June 2012	TEKS and Student activities of interest	Correlation Matrix
4. Publish data to create connections between the community and schools.			District Executive Director of Communications Campus Principals Teachers Students	August 2011 – June 2012	TEKS and Student activities of interest	Published Data Document

Bastrop ISD District Improvement Plan 2010-2011						
Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.						
Specific Result/Objective 1		<i>Campus grade level grouping will be reconfigured.</i>				
Summative Evaluation:		Campus reconfigured				
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative/Summative Evaluation
<i>1. Establish an internal taskforce comprised of BISD employees to reconfigure campuses to K-5, 6–8, 9-12</i>	AEIS	AR ESL AA Hisp. Eco. Dis. Mig. GT Spec. Ed.	Asst. Supt. for Human Resources	Fall 2011-Spring 2012	BISD Staff	Calendar of Meeting Dates
<i>2. Collect research to support reconfiguration.</i>			Asst. Supt. for Human Resources	Fall 2011	Districts with K-5/6-8 configurations Research on proposed configurations	Research Documents
<i>3. Establish an external task force to include key internal BISD task force members, parents, community members and business personnel from all areas of attendance zones.</i>			Asst. Supt. for Human Resources	Fall 2011-Spring 2012	BISD Community & Parents	Calendar of Meeting Dates

<i>4. Establish a timeline and tasks such as rational for reconfiguration, researching building capacities, cost analysis, etc. for the spring and summer meetings with the internal committee.</i>			Asst. Supt. for Human Resources	Fall 2011-Spring 2012	Districts with K-5/6-8 configurations Research on proposed configurations	Research Documents
<i>5. Establish a timeline and tasks such as FAQ's, communication strategies, etc. for the spring and summer meetings with the external committee..</i>			Asst. Supt. for Human Resources	Fall 2011-Spring 2012	Districts with K-5/6-8 configurations Research on proposed configurations	FAQ
<i>6. Develop timeline and content for "town hall" meetings for community members.</i>			Asst. Supt. for Human Resources	Fall 2011	District Calendar	Town Hall Meeting Calendar Dates
<i>7. Develop calendar and content of Parent Information Night(s).</i>			Asst. Supt. for Human Resources	Fall 2011	District & Community Calendars	Parent Information Night Calendar Dates
<i>8. Examine campus student capacities and grade level spans, feeder patterns and growth patterns.</i>			Asst. Supt. for Human Resources	Fall 2011	Districts with K-5/6-8 configurations Research on proposed configurations	Campus Student Capacity Documents
<i>9. Draft boundary maps.</i>			Asst. Supt. for Human Resources	Fall 2011-Spring 2012	Attendance Zone Information	Draft Boundary Map Configurations
<i>10. Determine final student capacity and grade levels.</i>			Asst. Supt. for Human Resources	Fall 2011-Spring 2012	Attendance Zone Information	New Boundary Map Configurations
<i>11. Determine final boundary maps.</i>			Asst. Supt. for Human Resources	Spring 2012	Attendance Zone Information	New Boundary Map Configurations

<i>12. Develop publicity materials (brochure, poster, etc.)</i>			Asst. Supt. for Human Resources	Fall 2011-Summer 2012	Publicity Materials	Brochures, Publicity Materials
<i>13. Disseminate PR materials-posters, brochures, websites, news releases explaining reconfiguration and public information materials.</i>			Asst. Supt. for Human Resources	Fall 2011-Summer 2013	Newspapers BISD Website	PR Materials/Posters
<i>14. Develop plan for communicating reconfiguration to BISD staff.</i>			Asst. Supt. for Human Resources	Fall 2011-Spring 2012	BISD Staff Members and Community Representatives	Communication Planning Document
<i>15. Reorganize faculty.</i>			Asst. Supt. for Human Resources	Spring 2012	BISD Staffing Schedules	BISD Staffing Schedules for 2012-2013
<i>16. Outline transportation options and needs.</i>			Asst. Supt. for Human Resources	Fall 2011-Spring 2012	Petermann & BISD Staff	Bus schedules for 2012-2013
<i>17. Finalize transportation services.</i>			Asst. Supt. for Human Resources	Spring 2012 – Summer 2012	Petermann & BISD Staff	Bus schedules for 2012-2013
<i>18. Implement transition programs to help students transition between campuses.</i>			Asst. Supt. for Human Resources	Spring 2012 – Fall 2012	Student and Parent Informational Meetings	Student, Parent and Teacher Informational Meeting Calendar Dates
<i>19. Transfer campus resources.</i>			Asst. Supt. for Human Resources	Spring 2012	BISD Staff	Resources Relocated
20. Increase the number of students in special education graduating with a Recommended or Distinguished graduation plan.	AEIS	Spec. Ed.	Special Ed Coordinators, Special Ed Teachers, General Ed Teachers, Campus Administrators, Counselors	Spring 2012	Campus Principals Teachers Spec. Ed. Staff	AEIS Report

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<i>Specific Result/Objective 2</i>		<i>Introduce Spanish Language at elementary as an organized, intensive intervention.</i>				
Summative Evaluation:		Students				
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Present Spanish language opportunity for students during school day at the elementary campuses.</i>			Elementary Curriculum Director, Principals	2012-2013		

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<i>Specific Result/Objective 3</i>		<i>Implement First Move Chess as an organized, intensive early intervention. First Year</i>				
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Pursue outside funding.</i>			Elementary Curriculum Director	2013-2014		
<i>2. Provide “First Move Chess” information sessions for Elementary School Principals and all 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers, if funding is received.</i>			Elementary Curriculum Director, Principals	2013-2014		
<i>3. Purchase “First Move Chess” curriculum (includes all needed instructional materials) for all 2<sup>nd</sup> grade classes, if funding is received.</i>			Elementary Curriculum Director, Principals	2013-2014		
<i>4. Implement “First Move Chess” curriculum 1 hour/week for all 2<sup>nd</sup> grade classes, if funding is received.</i>			Elementary Curriculum Director, Principals, Teachers	2013-2014		

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<i>Specific Result/Objective 3 (cont.)</i>		<i>Implement First Move Chess as an organized, intensive early intervention Pre-K-12 will be provided to prepare students for post secondary success. Second Year</i>				
Summative Evaluation:						

Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Provide “First Move Chess” informational sessions for any new Elementary School Principals and 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers if funding is received.</i>			Elementary Curriculum Director, Principals, Teachers	2013-2014		
<i>2. Purchase “First Move Chess” curriculum (includes all needed instructional materials) for all 3<sup>rd</sup> grade classes, if funding is received.</i>			Elementary Curriculum Director, Principals	2013-2014		
<i>3. Implement “First Move Chess” curriculum 1 hour/week for all 2<sup>nd</sup> &amp; 3<sup>rd</sup> grade classes, if funding is received.</i>			Elementary Curriculum Director, Principals	2013-2014		

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<b>Specific Result/Objective 4</b>		<i>Increase identification and participation in the Pre-K program as an organized, intensive early intervention.</i>				
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Conduct a community meeting to provide information regarding a Pre-K program.</i>			Elementary Curriculum Director	2015-2016		Minutes, Agenda
<i>2. Investigate/Pursue full day program.</i>			Elementary Curriculum Director	2015-2016		Investigation completed
<i>3. Communicate and advertise pre-registration for Pre-K program.</i>			Elementary Curriculum Director	2015-2016		Document communications
<i>4. Pre-register students to determine student enrollment, staffing, operating and transportation needs.</i>			Elementary Curriculum Director, Principals	2015-2016		Registration

<i>5. Interview and hire staff to accommodate enrollment.</i>			Principals	2015-2016		Staff
6. Schedule transportation.			Elementary Curriculum Director, Chief Operations Officer, Principals	2015-2016		Schedule

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<b><i>Specific Result/Objective 5</i></b>	<i>Integrate academic, technological and 21<sup>st</sup> Century Skills in every class to create graduates equipped for successful post-secondary experiences.</i>					
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Train teachers on how to integrate 21<sup>st</sup> Century Skills into their daily projects and lessons.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Agendas, Sign-in sheets
<i>2. Create assessment pieces that evaluate students on campus learning outcomes based on District 21<sup>st</sup> Century Skills.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Assessment sheets
<i>3. Equip grade level/core area teachers with current technology devices for integration of technology and 21<sup>st</sup> Century Skills.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Inventory

<i>4. Train teachers on using technology as a tool to engage students in the learning process and developing assessment products.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Sign-in sheets, Professional Development records
<i>5. Develop technology skill focus throughout the year to ensure proficiency.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Skill focus
<i>6. Implement and monitor the consistent use of technology at all grade levels and classrooms K-12.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Walk-through documentation
<i>7. Incorporate surveys for teachers and students to continuously define meaningful learning experiences and measure effective teaching.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Survey
<i>8. Expose students to opportunities for internships, apprenticeships, on-the-job training and trade training for students who are not planning to attend college.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Schedule
9. Educate the community about 21 <sup>st</sup> Century Skills.			Elementary and Secondary Curriculum Directors, Director of Information	2012-2013		Document communications

			Technology Services			
<i>10. Provide individual counseling for all students grade 5-12 to help each student understand their educational needs and set future goals for post-secondary education.</i>			Elementary and Secondary Curriculum Directors, Director of Information Technology Services	2012-2013		Schedule
<i>11. Implement project-based learning, sheltered instruction, 21<sup>st</sup> century skills, differentiation and Thinking Maps at K-12</i>			Elementary and Secondary Curriculum Directors	2012-2013		
<i>12. Provide rigorous course offerings at all grade levels to prepare all students for post-secondary success.</i>			Elementary and Secondary Curriculum Directors	2012-2013		

**Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.**

<b><i>Specific Result/Objective 6</i></b>	<i>Intervention/enrichment will be implemented in order to increase participation in and improve scores on entrance and college readiness exams.</i>					
Summative Evaluation:	SAT/ACT scores					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Survey students in grade 9 to begin gathering information on post-secondary plans.</i>			Secondary Curriculum Director	2012-2013		Survey
<i>2. Recruit staff, community members and BHS alumni to volunteer time to offer additional tutorial/assistance as math coaches and writing coaches.</i>			Secondary Curriculum Director	2012-2013		Schedule
<i>3. Create small group intensive study/test prep groups. In addition add content to programs designed to help students improve their study skills; collect, organize and retain factual</i>			Secondary Curriculum Director	2012-2013		Offerings, Schedule

<i>information; take better notes; manage their time more effectively and efficiently; work in teams; and reflect on the quality of their work.</i>						
<i>4. Utilize campus intervention study time during the academic day for intervention/enrichment activities.</i>			Secondary Curriculum Director	2012-2013		Schedule
<i>5. Extend test prep opportunities to afterschool and Saturdays.</i>			Secondary Curriculum Director	2012-2013		Schedule

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<b>Specific Result/Objective 7</b>	Technology Professional Development Participation					
Summative Evaluation:	100% of Teaching Staff will Participate in Technology Professional Development Annually					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
1. Provide at least one (1) campus-led technology professional development meeting to assist teachers in BISD main technology use goal.			Director Of Information Technology Services	July 2011 – August 2012	Professional Development Surveys	STAR Technology results District Teacher Survey

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<b>Specific Result/Objective 8</b>	Student Mastery of Technology Applications TEKS					
Summative Evaluation:	100% of Students will Utilize Technology for Producing Products/Assignments					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
1. Provide opportunities for students to utilize technology outside of the classroom for projects.			Director Of Information Technology Services	July 2011 – August 2012	Student Survey from STAR Report	Student projects
2. Instruct students in using technology to produce multi-media projects			Director Of Information Technology Services, Campus Principals	July 2011 – August 2012	TEKS	Student projects

3. Incorporate at least one (1) assessment for Technology Applications TEKS implemented in each grading period for grades 3-11.			Director Of Information Technology Services, Teachers	July 2011 – August 2012	TEKS	District Teacher Survey
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<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<b>Specific Result/Objective 9</b>	Technology Applications TEKS Implementation					
Summative Evaluation:	100% of CORE Teachers will Implement Technology TEKS in their lesson plans when appropriate.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
1. Teachers will incorporate at least one Technology TEK every grading period within their teaching.			Director Of Information Technology Services, Campus Principals	July 2011 – August 2012	TEKS	District Teacher survey
2. Professional development support providing awareness of the Technology TEKS in multiple formats.			Director Of Information Technology Services	July 2011 – August 2012	TEKS	BISD Professional Development Calendar
3. Provide professional development to model technology in the classroom.			Director Of Information Technology Services	July 2011 – August 2012	TEKS Curriculum Technology Specialist	BISD Professional Development Calendar

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<b>Specific Result/Objective 10</b>	Technology Levels of Understanding and Patterns of Use					
Summative Evaluation:	100% of CORE Teachers will Create and Maintain an Informational Web Page					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
1. All teachers teaching core subjects will create and maintain an informational teacher web page.			Director Of Information Technology Services, Campus Principals, Teachers	July 2011 – August 2012	Web Page Technology Specialists Local Funds	District Teacher Survey

<b>Strategy 3: We will strategically organize the district to provide instructional programs to prepare students for post-secondary readiness.</b>						
<b>Specific Result/Objective 11</b>	All campuses and the district will meet or exceed the state acceptable level for all subjects and student groups in mathematics, science, reading/language arts, social studies and writing.					
Summative Evaluation:	All STAAR Measures will show 80% or above in Students Meeting Minimum Standards					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
1. Continue to support professional development for principals on the process and philosophy of Professional Learning Communities. (PLC's)			Asst. Supt. for C & I, Campus Principals	July 2011 – August 2012	Curriculum Department	Calendar for Principal and Assistant Principal Meetings.
2. Continue the development of campus common assessments at all grade levels/core content areas to align the teaching and learning processes and better plan for interventions for students.			C & I Directors, C & I Specialists, Teachers	July 2011 – August 2012	Teachers Campus Principals	PLC Early Release Meeting Dates
3. Begin the development of BISD assessments at all grade levels/core content areas to align the teaching and learning processes and better plan for interventions for students.			C & I Directors, C & I Specialists Teachers	May 2011	Curriculum Department	BISD Assessments
4. Continue to follow CSCOPE framework in core content areas for grades 5-12.			C & I Directors, C & I Specialists	July 2011 – August 2012	Curriculum Department Title I Funds	CSCOPE Framework
5. Begin to follow CSCOPE framework in core content areas for grade K-4.			C & I Directors, C & I Specialists	July 2011 – August 2012	Curriculum Department Title I Funds	CSCOPE Framework
6. C & I Directors and specialists will continue to meet with teachers to provide instructional support to teachers and help develop plans of action for interventions once BISD assessments are administered, scored and rapid resets completed.		Low- performing students	C & I Directors, C & I Specialists	July 2011 – August 2012	C & I Department	Curriculum Specialists Schedules
7. Continue to provide training and support on the student management system (Eduphoria) for administration and teachers on how to use data to make instructional decisions based on the available data.			Director Of Information Technology Services, Campus Principals	July 2011 – August 2012	Technology Specialist Local Funds	BISD Professional Development Calendar

8. Improve the alignment of IEP goals and objectives (instructional CORE and speech-language) with the TEKS at the appropriate level of instruction for identified special education students through the training of special education staff to use state assessment data and district-wide curriculum in developing specific instructional goals for student' education plans.	AEIS	Special Ed students	Director of Special Education, Special Education Coordinators	July 2011 – August 2012	Federal Stimulus Funds	BISD Professional Development Calendar
9. Continue training in program strategies for language arts and math to support students with learning and/or language disabilities to include special education, dyslexic, LEP, Title, and 504 students; programs to include Sheltered Instruction, ESL Academy, Dual Language, Basic Language Skills, 6+1 Writing Traits.	TEA	Special Ed Low-performing students	Asst. Supt. for C & I C & I Directors C & I Specialist	July 2011 – August 2012	Federal Stimulus Funds	BISD Professional Development Calendar
10. Continue to participate in E3 Regional Collaborative to better gain access to federal stimulus funds and to align practices across the district.			Asst. Supt. of C & I	July 2011 – August 2012	Federal Stimulus Funds	Grants awarded from E3 Alliance
11. District personnel will meet with campuses to coordinate services for migrant, homeless, LEP and Head Start students; Migrant support staff will implement requirements for priority for services action Plan.		Homeless LEP Mig.	Homeless Coordinator, Migrant Coordinator, Director of Assessment and Student Support	July 2011 – August 2012	Homeless funds, Migrant Funds	Evaluation of action plan for migrant program.
12. Continue to implement 21 <sup>st</sup> Century grant program awarded in May of 2009.		AR	21 <sup>st</sup> Century Director	July 2011 – August 2012	21 <sup>st</sup> Century Funds	Annual Evaluation of 21 <sup>st</sup> Century Grant

<b>Strategy 4: We will take a comprehensive approach to develop a network of support to ensure success after high school.</b>						
<i>Specific Result/Objective 1</i>		<i>Students entering grades 9-12 will have an understanding of post-secondary opportunities.</i>				
<i>Summative Evaluation:</i>						
<i>Action(s) Implementations</i>	<i>Needs Assess</i>	<i>Special Population</i>	<i>Person(s) Responsible</i>	<i>Timeline Start/End</i>	<i>Resources Human/Material/ Fiscal</i>	<i>Formative/Summative Evaluation</i>

<i>1. Develop a uniform curriculum for an economics fair at grades K-4 for each elementary campus.</i>			Elementary Principals	2012-2013		
<i>2. Purchase a signage for all K-8 campuses on post secondary opportunities.</i>			K - 8 Principals, Chief Operations Officer, Exec. Director of Communications	2012-2013		
<i>3. Recruit parents and community members for a speaker's bureau to make presentations on K-8 campuses.</i>			K - 8 Principals, Exec. Director of Communications	2012-2013		
<i>4. Catalog United Streaming videos with titles and synopses that pertain to post secondary opportunities and provide to teachers to incorporate in lesson plans.</i>			Technology Dept., Librarians	2012-2013		
<i>5. Develop age-appropriate research projects with creative products for students in grade 5-8.</i>			5 - 8 Principals	2012-2013		
6. Increase the number of students in special education attending post-secondary training.			Transition Specialists, Secondary Special Ed Coordinator, Bastrop Works Personnel, Special Ed Teachers			

<b>Strategy 4: We will take a comprehensive approach to develop a network of support to ensure success after high school.</b>						
<i>Specific Result/Objective 2</i>	<i>BISD will implement a district-wide advisory/counseling program to guide all middle school and high school students in post-secondary planning.</i>					
Summative Evaluation:	100% of 7-12 BISD Counselors will Participate in the Advisory Counseling Team					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Redefine and/or realign duties of counseling staff to encompass this initiative for all grades Pre-K-12.</i>			Secondary Curriculum Director	September 2011 – July 2012	BISD Counseling Staff	Minutes from realignment meeting

<i>2. Seek assistance from school counselors to train teachers in career advisory and guidance.</i>			Secondary Curriculum Director	September 2011 – July 2012	BISD Staff	Professional Development Calendar for BISD Teaching Staff
<i>3. Recruit and train business and community members to assist counselors and teachers with post-secondary planning that taps the “real-world” experiences of the job market.</i>			Secondary Curriculum Director	September 2011 – July 2012	Business and community members and BISD staff	Meeting Calendars Dates for recruiting and training business and community members.
<i>4. Implement a program in all middle schools and high schools which requires all students to prepare and maintain career explorations portfolios and Post-Graduation Plans.</i>			Secondary Curriculum Director	September 2011 – July 2012	Career Exploration Resources	Details of the program
5. Students in Middle & High School will be given opportunities to prepare and maintain career/post graduation explorations & planning projects (i.e. portfolios, projects, research papers) with real world applications, experiences and connections.			Secondary Curriculum Director, Principals, Counselors, P-16 Coordinator, Counselors	September 2011 – July 2012	Career Exploration Resources	Student Portfolios
6. Incorporate writing letters of recommendation as an end-of-year assignment in language arts and add to student portfolios in grades 7-12.			Secondary Curriculum Director	September 2011 – July 2012	Teachers ELA TEKS	BISD Scope and Sequence Calendar
<i>7. Create small, learning communities that allow students to investigate and consider post-secondary options.</i>			Secondary Curriculum Director	September 2011 – July 2012	Teachers Secondary Curriculum Director	List of post-secondary options provided to students.
<i>8. Promote and advertise the general public—but in particular parents—as to all post-secondary planning offered and or coordinated by the district. To include progress reports on the district regarding data collected and used to test the effectiveness of the strategy.</i>			Secondary Curriculum Director	September 2011 – July 2012	Counselors Principals Secondary Curriculum Director	Calendar of meeting dates offered for promotional meetings with parents.
<i>9. Offer avenues and opportunities for students/parents on how to navigate paths towards post-secondary success. Topics include, but are not limited to: college/trade school applications process; understanding FAFSA and all financial aid opportunities; continuing ed. And certification programs in job skills training; and perhaps topics related to how students</i>			Secondary Curriculum Director	September 2011 – July 2012	P-16 Coordinator Secondary Counselors P-16 Funds	Summary of documentation of the progression of this action step to include dates and timelines of implementation.

<i>transition from living as a dependent to becoming independent.</i>						
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<b>Strategy 4: We will take a comprehensive approach to develop a network of support to ensure success after high school.</b>						
<b><i>Specific Result/Objective 3</i></b>		<i>Each high school senior will participate in a meaningful education experience outside of the classroom.</i>				
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Students will be given a choice of senior projects to participate in: serving learning, project-based learning, research/exhibition.</i>			HS Principals	2015-2016		
<i>2. Students will seek real world connections to their project.</i>			HS Principals	2015-2016		
<i>3. Final projects will be presented to a panel of community members.</i>			HS Principals	2015-2016		

<b>Strategy 4: We will take a comprehensive approach to develop a network of support to ensure success after high school.</b>						
<b><i>Specific Result/Objective 4</i></b>		<i>BISD will add new certifications to enhance our currently existing career clusters and provide opportunities for internships.</i>				
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation

<i>1. Utilize existing staff to act as a liaison between business and school administration.</i>			CTE Director	2013-2014		
<i>2. Currently, schools are seeking businesses to partner with them in order to place students in intern positions within the district. Students and businesses would benefit, as well as the school system. The liaison would be able to reach out to business as well as find out what skills students need in order to succeed in the current workforce.</i>			CTE Director	2013-2014		
<i>3. Implement an annual student career interest survey to be completed starting in the student's eight grade year.</i>			CTE Director	2013-2014		
<i>4. Utilize the data from the student survey as one of the criteria to create new certification courses to train students to enter the workforce.</i>			CTE Director	2013-2014		
<i>5. Utilize existing staff "liaison" to recruit and maintain student achievement of the certifications and apprenticeships and find meaningful employment.</i>			CTE Director	2013-2014		

<b>Strategy 4: We will take a comprehensive approach to develop a network of support to ensure success after high school.</b>						
<b><i>Specific Result/Objective 5</i></b>		<i>A post-graduating tracking system will be maintained.</i>				
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Continue current partnership with Ray Marshall Center to track students.</i>			P-16 Coordinator	Spring 2012	P-16 Grant Coordinator Ray Marshall Center	Tracking System
<i>2. Implement new tracking system/enter into a new partnership if funding ends.</i>			P-16 Coordinator	Spring 2012	P-16 Grant Coordinator Ray Marshall Center	Tracking System

<b>Strategy 4: We will take a comprehensive approach to develop a network of support to ensure success after high school.</b>						
<b>Specific Result/Objective 6</b>	The number of students taking SAT/ACT will increase.					
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
1. Encourage all 9 <sup>th</sup> grade students to take the PSAT and all 10 <sup>th</sup> & 11 <sup>th</sup> grade students to take either SAT or ACT			P-16 Coordinator	August 2011 – May 2012	Principals Teachers P-16 Coordinator	List of students participating.
2. Provide opportunities for 8 <sup>th</sup> graders to take Readi-Step (pre-PSAT/SAT/ACT) assessment to determine academic strengths and use for planning for high school courses.			P-16 Coordinator	August 2011 – May 2012	Counselors Readi-Step Materials	Readi-Step Results
3. Offer SAT/ACT prep. opportunities for students through the 21 <sup>st</sup> Century Program.			21 <sup>st</sup> Century Director	August 2011 – May 2012	21 <sup>st</sup> Century	SAT/ACT Results
4. Provide support from C & I specialist to work with G/T, Pre-AP, and AP teachers to align curriculum and ensure students are successfully completing advanced level courses.		GT	Advanced Academics Specialist	August 2011 – May 2012	G/T, Pre-AP, AP Curriculum	PSAT/SAT/ACT Results

<b>Strategy 4: We will take a comprehensive approach to develop a network of support to ensure success after high school.</b>						
<b>Specific Result/Objective 7</b>	The Completion Rate will Meet or Exceed State Average					
Summative Evaluation:	100% of BISSD Students will Graduate from High School					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
1. Continue to offer night programs at Genesis and Bastrop High School to accommodate students who cannot attend during the school day.	AEIS	AR	Asst. Supt. for C & I Principals- BHS/Genesis Truant and Attendance Officers-BHS	August 2011 – May 2012	Federal Grant	AEIS Completion Rate Data

**Strategy 4: We will take a comprehensive approach to develop a network of support to ensure success after high school.**

<b>Specific Result/Objective 8</b>	The percent of students enrolled in post-secondary programs will meet or exceed state average.					
Summative Evaluation:	100% of BISD Students will go into a post-secondary program of some type within three months after graduation.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
1. Work with student in 8 <sup>th</sup> grade to begin the development of 6-year plans			Asst. Supt. for C & I Director of CTE Principals P-16 Coordinator Counselors	August 2011 – May 2012	Counselors CTE Director	4-6 year student plans
2. Work with area colleges to develop more articulated course agreements for students participating in CTE courses that lead to certifications upon completion from high school .			Director of CTE	August 2011 – May 2012	CTE Director Principals	Number of students receiving a CTE certifications.
3. Coordinate and provide the following opportunities that develop awareness of the TEXAS Grant Program and the need to begin careful graduation planning and course selection beginning with 7 <sup>th</sup> grade. a. Distribute the TEXAS Grant brochure to every parent/student in grades 7-12 b. Distribute course selection guide to all students in grades 8-11 c. Present financial aide and college entrance information through financial aid nights, scholarship nights, student class meetings, and PTA meetings. d. TEXAS Grant weblink on district webpage.			Counselors Campus Principals	August 2011- April 2012	Time Local Funds	Schedule information meetings, Brochures Website posted Course selection guide
5. Begin 7 <sup>th</sup> year of ACC/BISD College Connection Partnership			Secondary Curriculum Director HS Principals	August 2011 – May 2012	ACC College Staff	Number of students in dual enrollment.
6. Continue to work with school and community groups to develop and implement plans to promote students attending post secondary training upon completion of high school (PSP)			P-16 Coordinator	August 2011 – May 2012	BISD staff and community members	Percent of students enrolled in higher education institutions.

**Bastrop ISD  
District Improvement Plan  
2010-2011**

**Strategy 5: We will promote age appropriate character development with emphasis on modeling common expectations of behavior.**

<i>Specific Result/Objective 1</i>		<i>Implement a community/school service program.</i>				
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Each principal will designate a list of grade-level service opportunities through the campus site-base committee to be offered and promoted through the social studies curriculum/classroom.</i>			Principals	2014-2015		
<i>2. Each Principal will monitor the documentation for students and staff who have participated in the service opportunities.</i>			Principals	2014-2015		
<i>3. Campus administrators will be responsible for documentation and communication to central office of completed community projects.</i>			Principals	2014-2015		

**Strategy 5: We will promote age appropriate character development with emphasis on modeling common expectations of behavior.**

<i>Specific Result/Objective 2</i>		<i>Implement a character development program at each campus.</i>				
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Each campus will recognize students and staff members who are modeling and demonstrating common expectations of positive character traits.</i>			Principals	2013-2014		
<i>2. Monthly character traits will be communicated by each campus.</i>			Principals	2013-2014		

<i>3. Integration of Character Education will be included within the classroom in yearly evaluations of the staff.</i>			Principals	2013-2014		
<i>4. Each site-based campus improvement plan committee will include character education in the CIP.</i>			Principals	2013-2014		
<i>5. All staff will receive ongoing staff training and support for character development.</i>			Principals	2013-2014		
<i>6. Secondary campuses will implement a specific program to address the unique needs of teens.</i>			Principals	2013-2014		

**Strategy 5: We will promote age appropriate character development with emphasis on modeling common expectations of behavior.**

<b>Specific Result/Objective 3</b>	BISD Students will meet criteria for positive work ethics. (Criteria: 1. Turn in assignments by the due date, 2. Follow the Student Code of Conduct, 3. Arrive on time, 4. Attain 95% attendance) by May 2012.					
Summative Evaluation:	BISD will provide 100% support in each of the four criteria for BISD Students.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
1. District Code of Conduct to be provided in Spanish and English		ESL LEP	Director of Student Support Services	July 2012	Code of Conduct BISD Staff	Spanish Code of Conduct
2. Gather student tardy information	Attendance Records		Director of Assessment and Student Support	August 2011 – June 2012	Skyward	Report from Skyward
3. Establish reward incentive programs for individual progress toward work ethic criteria.			Director of Assessment and Student Support, Campus Principals	August 2011 – June 2012	Incentive Rewards Options, Campus Principals, Teachers	List of established reward/incentive programs per campus.

4. Students will rate themselves on their participation in the district character traits at the end of each year.			Elementary and Secondary Curriculum Directors, Campus Principals	May 2012	District Character Traits	Student Survey Results
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<b>Strategy 5: We will promote age appropriate character development with emphasis on modeling common expectations of behavior.</b>						
<b>Specific Result/Objective 4</b>	The Bastrop ISD will provide support and build capacity to ensure accountability by providing resources and the expectation that fiscal responsibility will be exercised and by setting expectations of district-wide accountability for instructional staff, administrative staff, student services staff.					
Summative Evaluation:	BISD will receive a superior rating from the Financial Integrity Rating System of Texas each year.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative/Summative Evaluation
1. Use recommendation of staffing review conducted in the spring of 2010 to evaluate current budget expenditures and budgets in all departments and on campuses to continue the development of the 2011-2012 budget with the goal to have a balanced budget by the end of the 2011-2012 school year.			Executive Council	August 2011 – June 2012	Local funds State funds Federal funds	First Rating Instructional cost ratio Fund balance ratio

<b>Strategy 5: We will promote age appropriate character development with emphasis on modeling common expectations of behavior.</b>						
<b>Specific Result/Objective 5</b>	Increase staff and student attendance each year.					
Summative Evaluation:	Staff and student attendance will average 95% each year.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative/Summative Evaluation
1. Principals will be given campus substitute budget to oversee and to stay within budgeted amount.			Executive Council Campus Principals	August 2011 – June 2012	Local funds	Staff and student attendance rates
2. Principals will work with campus staff to develop strategies and ideas to improve attendance of staff and students.	Attendance Reports		Principals Teachers	August 2011 – June 2012	Local Funds	Expenditures for substitutes for instructional and non-instructional staff. List of Campus Incentive Programs

**Bastrop ISD  
District Improvement Plan  
2010-2011**

**Strategy 6: We will engage our diverse community to ensure the social and emotional well-being of our students and families.**

<b><i>Specific Result/Objective 1</i></b>	<i>The district will implement a standardized system using proactive, preventative programs and strategies for identifying and serving students and families with social and emotional concerns.</i>					
Summative Evaluation:	100% of Campuses will Participate in the Intervention Teams.					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Designate a District Intervention Coordinator.</i>			Director of Assessment and Student Support Counselor	August 2011-July 2012	Local Staff	District Intervention Coordinator Identified
<i>2. Coordinate a Community Intervention Team</i>			Director of Assessment and Student Support Counselor	August 2011-July 2012	Local Schedules	Community Intervention Team Member Names
<i>3. Designate a Campus Intervention Specialist at each campus.</i>			Director of Assessment and Student Support Counselor	August 2011-July 2012	BISD Staff	Campus Intervention Specialist Member Names
<i>4. Develop a standardized system for identifying and serving students with emotional and social concerns.</i>			Director of Assessment and Student Support Counselor	August 2011-July 2012	Counselors	Summary of standardized system
<i>5. Publish an online guide that outlines the programs and services available that support the emotional and social well being of students and families.</i>			Director of Assessment and Student Support Counselor	August 2011-July 2012	Counselors Community Resources	Summary of online-guide outlining the program and services for BISD students.
<i>6. Train each Campus Intervention Specialist and campus staff on how to implement the standardized system and available resources.</i>			Director of Assessment and Student Support Counselor	August 2011-July 2012	Counselors Community Resources	Professional development calendar for these training dates.

<i>7. Conduct awareness sessions with staff and parents on the standardized system and available resources.</i>			Director of Assessment and Student Support Counselor	August 2011-July 2012	Principals Counselors	Calendar dates of awareness sessions.
<i>8. Conduct periodic status checks with all Campus Intervention Specialists to ensure the system is implemented with fidelity.</i>			Director of Assessment and Student Support Counselor	August 2011-July 2012	Principals Counselors	Calendar dates of campus intervention specialists meetings with minutes of meeting.
<i>9. Evaluate the system and make appropriate adjustments annually.</i>			Director of Assessment and Student Support Counselor	July 2012	Principals Counselors	Calendar dates of campus intervention specialists meetings with minutes of meeting.

**Strategy 6: We will engage our diverse community to ensure the social and emotional well-being of our students and families.**

<b>Specific Result/Objective 2</b>	<i>The district will implement a standardized discipline management system based on the principles of Dr. Ruby Payne, Love and Logic and Emotional Intelligence.</i>					
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Designate a district discipline management coordinator/trainer.</i>			Director of Assessment and Student Support	2014-2015		
<i>2. Establish a one-year staff development calendar for full implementation of a standardized discipline management system based on Ruby Payne, Love and Logic and Emotional Intelligence.</i>			Director of Assessment and Student Support	2014-2015		
<i>3. Identify sources of funding to establish the district management system.</i>			Director of Assessment and Student Support	2014-2015		
<i>4. Purchase resources for the district and campuses based on Ruby Payne, Love and Logic and Emotional Intelligence.</i>			Director of Assessment and Student Support	2014-2015		

<i>5. Conduct a comprehensive discipline management awareness session during the beginning of the year for the entire district.</i>			Director of Assessment and Student Support	2014-2015		
<i>6. Designate a campus discipline management committee that oversees the full implementation of a standardized discipline management system.</i>			Director of Assessment and Student Support	2014-2015		
<i>7. Ensure new teachers and administrators receive orientation in the district's standardized discipline management system.</i>			Director of Assessment and Student Support	2014-2015		
<i>8. Evaluate and adjust the standardized discipline management system semi-annually.</i>			Director of Assessment and Student Support	2014-2015		
9. Implement Positive Behavior Interventions and Supports (PBIS) systems to improve the ratio of disciplinary referrals		Special Ed	Department of Special Ed	2012-13	Region XII Campus Principals Counselors Teachers	PEIMS Discipline Report

<b>Strategy 6: We will engage our diverse community to ensure the social and emotional well-being of our students and families.</b>						
<b><i>Specific Result/Objective 3</i></b>	<i>All campuses will implement a comprehensive social education program that includes bullying/harassment, drug and alcohol abuse, violence, human sexuality and dating violence.</i>					
Summative Evaluation:						
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/ Fiscal	Formative/Summative Evaluation
<i>1. Designate a district coordinator/trainer.</i>			Elementary and Secondary Curriculum Directors	2012-2013		
<i>2. Train the coordinator on the district-approved social education program.</i>			Elementary and Secondary Curriculum Directors	2012-2013		

<i>3. Establish a staff development calendar for implementation of social education program.</i>			Elementary and Secondary Curriculum Directors	2012-2013		
<i>4. Implement district-wide social education program as prescribed at each campus.</i>			Elementary and Secondary Curriculum Directors	2012-2013		
<i>5. Ensure consistency of district and campus implementation by including program in each campus improvement plan.</i>			Elementary and Secondary Curriculum Directors	2012-2013		
<i>6. Provide ongoing monitoring and support for campuses to implement program.</i>			Elementary and Secondary Curriculum Directors	2012-2013		
<i>7. Evaluate the program and make appropriate adjustments annually.</i>			Elementary and Secondary Curriculum Directors	2012-2013		

<b>Strategy 6: We will engage our diverse community to ensure the social and emotional well-being of our students and families.</b>						
<b>Specific Result/Objective 4</b>	BISD will engage 100% of parents in an Active Collaboration to Help Families Effectively utilize BISD Resources					
Summative Evaluation:	100% of Campus and District Communication will be Conveyed in the Student's Home Language					
Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Materia l/Fiscal	Formative/Summative Evaluation
1. BISD will measure parental involvement through the use of surveys.			Campus Principals, Parental Involvement Liaison	August 2011 – July 2012	Campus Improvement Teams	Parental Surveys

2. Development and implementation of a bilingual support team to help provide appropriate communication to staff and parents.		LEP	Bilingual Specialist, ESL Specialist	August 2011 – July 2012	Bilingual and ESL Specialist	Bilingual Support Team
3. Develop a protocol to help parents easily distinguish purpose of communication. (General, instructional, etc.)		LEP	Bilingual Specialist, ESL Specialist	August 2011 – July 2012	Parents Bilingual and ESL Specialist	Explanation of “Purpose of Communication” protocol.
4. Identify a series of educational outreach topics, for parental involvement literature. Create said literature and distribute directly to parents from campuses, events and online.			Bilingual Specialist, ESL Specialist, Parental Involvement Liaison	August 2011 – July 2012	Parents Bilingual and ESL Specialist	Parental Involvement Literature
5. Identify and utilize culturally significant events to bring families into the school in order to initiate multi-dimensional participation of parents.		LEP	Bilingual Specialist, ESL Specialist, Parental Involvement Liaison	August 2011 – July 2012	Parents Bilingual and ESL Specialist Principals	Calendar of culturally significant events.
6. Review and evaluate program strategies and activities for LEP students		LEP	Bilingual and ESL Specialists, Elementary and Secondary Curriculum Directors	August 2011 – July 2012	Bilingual and ESL Specialists, Elementary and Secondary Curriculum Directors	AEIS Report

<b>Strategy 6: We will engage our diverse community to ensure the social and emotional well-being of our students and families.</b>						
<b>Specific Result/Objective 5</b>	Bastrop ISD will provide a total school environment that is well-disciplined, safe and health conscious and where students feel emotionally and physically secure.					
Summative Evaluation:	100% of Students will feel safe and secure while attending school.					
<b>Action(s) Implementations</b>	<b>Needs Assess</b>	<b>Special Population</b>	<b>Person(s) Responsible</b>	<b>Timeline Start/End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative/Summative Evaluation</b>
1. The number of total students coded for discipline violations will decrease each year.	PEIMS Discipline Referrals		Asst. Supt for C & I Campus Principals	August 2011 – July 2012	No local funds required	Discipline violations as per PEIMS data

2. Increase the number of approved programs and other safety measures to offer alternatives to students and to address issues surrounding drugs, alcohol, dating violence, sexual abuse and dating violence.			Executive Council Campus Principals Director of 21 <sup>st</sup> Century Drug & Alcohol Counselor CIS Coordinator Campus Counselors SHAC Committee	August 2011 – July 2012	Local Funds	Programs implemented on each campus. Training provided by Emergency Management for district and campus teams. Services identified and provided to eligible students.
3. Periodically evaluate program strategies and activities implemented for youth to assess progress toward reducing violence and illegal drug use.			Director of Assessment and Student Support	August 2011 – July 2012	Student Health Advisory Committee	Completed evaluation

## **Appendices:**

Appendix A: State Compensatory Education and FTE's

Appendix B: Staff Development Plan

Appendix C: Federal, State and Local Funding Sources

Appendix D: Migrant Education Program Priority for  
Service Action Plan

Appendix E: Principal/Assistant Principal Meeting Days

## Appendix A: State Compensatory Education and FTE's

### State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District is \$\_\_\_\_\_ (Budget amounts will be inserted after schedules are finalized for campuses)

Total FTEs funded through SCE at this District is \_\_\_\_\_ for 2011-2012 (Budget amounts will be inserted after schedules are finalized for campuses)

Bastrop ISD State Compensatory Education Monies for 2010-2011 School Year (Budget amounts will be inserted after schedules are finalized for campuses)

### State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

<b>Appendix B: BISD Staff Development Schedule for 2011-2012</b>	❖
<b>Monday, August 1- Friday, August 5, 2011</b>  Mr. Murray's Welcome Back New BISD Teacher Orientation See schedule for details	<b>Thursday, August 18, 2011</b>  ❖ Workday ❖ Meet The Teacher Night
<b>Monday, August 15, 2011 Tuesday, August 16, 2011 Friday, August 19, 2011</b>  Campus Professional Development Days, Principal Day (Campus principals choose which day to do what.)  ❖ Teacher procedure handbook ❖ Student handbook ❖ Personnel Handbook ❖ Sexual Harassment ❖ Blood Borne Pathogens ❖ Give schedules, student TAKS data, etc. ❖ Meet with CORE teachers individually to go over Student Performance Data from Spring 2011 Campus Procedures Other	<b>November 21 &amp; 22, 2011</b>  Flexible BISD Staff Development Days ❖ Focus Teacher Professional Growth
<b>Wednesday, August 17, 2011</b>  District Development Day See Professional Development Schedule  ❖	<b>Friday, January 6, 2012 and Monday, June 4, 2012</b>  ❖ Work Days  <b>Monday, February 13, 2012</b>  STAAR Assessment Training Day

## Appendix C: Federal, State and Local Funding Sources

### Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A</i>
<i>Carl Perkins</i>
<i>ARRA Stimulus Funds: Title IA, Title IID, IDEA B</i>
<b>State Programs/Funding Source</b>
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>

## Appendix D: Migrant Education Program Priority for Service Action Plan

Bastrop Independent School District

Migrant Education Priority for Services Action Plan  
2011-12

### Goals:

1. All migrant students in Bastrop ISD will achieve the state standards by passing the STAAR/TAKS tests on their grade level.
2. All migrant students will remain in school.
3. All migrant students who are seniors will graduate.

Migrant students who are failing, or who are most at risk of failing, to meet the state's academic content standards and student achievement standards and who have had their schooling interrupted during the regular school year are given priority services. To ensure that the identified students receive priority services, Bastrop ISD migrant staff will:

1. Run and review NGS "Priority for Services" reports the first Monday of the each month and share with MEP staff and other district and campus staff as appropriate. See Migrant Coordinator's calendar.
2. Meet monthly with the district PEIMS staff to ensure accuracy of MEP student data. See Migrant Coordinator's calendar.
3. Ensure federal, state, and local programs serve "Priority for Services" students based on their identified needs. Programs include: Title I, Homeless, Special Education, 504, Dyslexia, Gifted and Talented, Summer School, Project SMART, Migrant ESL, Credit by Recovery, Bilingual/ESL, before and/or after school tutorials, Graduation Enhancement, St. Edward's Leadership Academy, and any other federal, state, or local program offered that the student qualifies for. The MEP staff will work with campus personnel to identify special program needs of "Priority for Services" students and facilitate their inclusion into the programs.
4. Use NGS "Priority for Services" reports to give priority placement to these students in MEP activities. The principal, school counselor, the student's teacher, the student's parent and the MEP staff will determine the student's specific academic needs and other needs such as school supplies and/or clothing. The counselor and MEP staff will look at district benchmark test data, report cards, progress reports, and mobility data to determine which services will be provided to those migrant students most in need. Students will then be provided the appropriate academic intervention which may include access to one of the programs mentioned above. Additional needs will be addressed either through available MEP funds or referral to local agencies for assistance. MEP staff and counselors will work with migrant students that may have interrupted schooling to remain in school through home visits, counseling, and before or after school tutoring. The counselor and the MEP staff will work with high school migrant students on graduation credit plans, college entrance tests, and higher education opportunities.
5. Make home visits to update parents on the academic progress of their children based on progress reports and report cards. See Migrant Coordinator's calendar.
6. Ensure that "Priority for Services" students receive priority access to social workers and community social services/agencies. MEP staff will meet with students and families and refer them to local services and agencies that would be beneficial for the student as particular student needs are identified.
7. Provide campus principals, appropriate campus staff, and parents the priority for services criteria and updated NGS "Priority for Services" reports.
8. Provide assistance to students that are at risk of failing Reading, Math, Writing, Science, and/or Social Studies STAAR/TAKS exams by referring them to the counselor for after school tutoring in addition to any another program they may qualify for in number 3 above. The student's success will be monitored through

increased class performance as evidenced by improved benchmark tests and course exams. MAS/Project SMART will be available for migrant students, 1<sup>th</sup>-12<sup>th</sup> grade during summer school 2012.

9. Migrant staff will work closely with students and students’ families through counseling and conferencing sessions to emphasize the importance of staying in school. They will also work with 9<sup>th</sup>-12<sup>th</sup> grade students and families if the student expresses a desire to or has the potential to drop out of school (Aug 11-July 12). 9<sup>th</sup>-12<sup>th</sup> graders may recover credits through Credit by Recovery offered in summer school.

### Appendix E: Principal and Assistant Principal Meeting Dates

Principal Meetings 2011-2012 8:30 - 12:00	Assistant Principal Meetings 2011-2012 8:30 - 12:00
Tuesday, August 30, 2011	Tuesday, September 20, 2011
Tuesday, September 13, 2011	Tuesday, October 18, 2011
Tuesday, September 27, 2011	Tuesday, December 06, 2011
Tuesday, October 11, 2011	Tuesday, January 24, 2012
Tuesday, October 25, 2011	Tuesday, February 21, 2012
Tuesday, November 08, 2011	Tuesday, March 27, 2012
Tuesday, November 29, 2011	No meetings will be held in April & May 2012 because of STAAR testing, etc.
Tuesday, December 13, 2011	
Tuesday, January 17, 2012	
Tuesday, January 31, 2012	
Tuesday, February 14, 2012	
Tuesday, February 28, 2012	
Tuesday, March 20, 2012	
Tuesday, April 03, 2012	
Tuesday, April 17, 2012	
Tuesday, May 08, 2012	
8:30 - 4:00	
Tuesday, May 29, 2012	