

Bridgeport Independent School District

Bridgeport Elementary School

2019-2020 Improvement Plan



Board Approval Date: October 14, 2019

Mission Statement

An empowering district working together to make success a reality.

Vision

Bridgeport ISD is committed to preparing students to use technology to problem-solve, think creatively, communicate, and work with others in order to become successful students and productive citizens.

Core Beliefs

1. Student centered learning is the priority and is the basis for all decisions
2. Effective communication and collaboration builds trust among all stakeholders
3. Data drives decisions
4. Everyone is a uniquely talented learner and contributor
5. Leaders recognize and empower the expertise of students, staff, and parents
6. A safe, nurturing, and flexible environment is critical to success
7. Students deserve a highly qualified and well-trained staff
8. Work is engaging, meaningful, relevant and focused on profound learning and standards that are essential for student success in a global society
9. High expectations yield high results for all learners
10. Assessment of learning is multi-faceted, learner-centered, and values mastery
11. Lifelong learners will produce educated citizens for a prosperous society
12. Education is a shared partnership with the community
13. Organizational transformation is necessary to equip 21st century learners
14. Technology's potential must be embraced and focused on learning

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2018-19 School Year:

Total Enrollment- 492 students

Hispanic- 286 students (58%)

Caucasian- 181 students (37%)

Black- 16 students (3%)

Asian- 3 students (-1%)

American Indian- 6 students (1.2%)

LEP- 176 students (35%)

Eco Dis- 437 students (89%)

GT 4 students (all 4 are in kindergarten, -1%)

At Risk- 264 students (54%)

504- 22 students (4%)

Special Education- 46 students (9.3%)

Homeless- 33 students (7%)

Less than 1% are identified as GT students.

LEP, At Risk and SPED population is on the rise

Discipline Referrals 2018-19:

Classroom referrals 22 students 45 referrals

Bus referrals 8 students 13 referrals

4% of students are receiving DRs.

BES attendance rate for 2018-19 is 96.17%

Demographics Strengths

Attendance rate has improved: from 95.7% in 2017-18 to 96.8% in 2018-19.

Discipline referrals were reduced from 84 in 2017-18 to 45 in 2018-19.

Enrollment has increased from 492 at the end of 2018-19 to 532 at beginning of 2019-20.

BES now offers full day Prekindergarten with 5 classes and a total of 103 students.

Because of new regulations with Child Find, Special Education identification went from 6.8% in 2017-18 to 9.3% in 2018-19.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 4 students at BES qualified for the GT program. **Root Cause:** Our current assessment tools and procedures are not identifying students.

Student Academic Achievement

Student Academic Achievement Summary

DRA Reading Achievement Data 2018-19

	below	on	above
Kinder	46%	26%	28%
First			
Second	39%	24%	37%

Student Academic Achievement Strengths

Consistent use of:

Guided Reading/Flexible grouping

Istation

Collaborative planning

CARE team meetings/Student Success meetings are held every six weeks to target weak areas and determine appropriate student interventions.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Spanish speaking students are not receiving the same level of intervention as the English speaking students. **Root Cause:** Spanish speaking students receive intervention from a paraprofessional.

Problem Statement 2: The %age of students reading on grade level is not increasing. **Root Cause:** Students get stuck on a level for too long without progressing to the next level.

Problem Statement 3: BES has a difficult time keeping track of consistent student math data that can be monitored over time. **Root Cause:** BES does not

have a Math bench-marking tool that includes progress monitoring.

School Processes & Programs

School Processes & Programs Summary

At BES, we follow TEKS Resource System. Our teachers plan collaboratively once a week during an extended planning time using the Instructional Focus Document, Vertical Alignment Document and the Year at a Glance within TRS. We have a Two Way Dual Language program in grades K-2, and the teachers who teach in these classrooms receive additional support and training to help foster the acquisition of their second language. We have a social worker from Communities in Schools who provides food, clothing, school supplies and family support to 100 students on our campus who qualify for services. Families are encouraged to visit and help at BES: Watch DOGS, PTO, Family Christmas Night, Mother's Day Tea, etc.

School Processes & Programs Strengths

EduHero for Compliance training

Campus staff Budget meetings

Attendance Incentives for staff and students

Watch DOGS, Art Club, Mini Bulls, UIL teams, Spelling Bee,

Maker-space

Rise N Shine

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Academic time is lost due to difficult behaviors in the classroom. **Root Cause:** Teachers and staff have had minimal training on dealing with difficult student behaviors.

Problem Statement 2: Prekindergarten classrooms to not fully align with the PreK Guidelines. **Root Cause:** Teachers and aides have not had adequate training and professional development.

Perceptions

Perceptions Summary

At BES, we believe all students can learn. Based on survey results, 100% of the professional staff agree or strongly agree that BES is a great place to work and learn. 96.55% agree or strongly agree that they are satisfied with opportunities for their professional growth. Student survey results state that 90% of BES students love coming to school.

Perceptions Strengths

Attendance incentives are provided for staff and students.

School drills are held monthly.

Parents are communicated with in multiple ways. (dojo, newsletters, Facebook, phone, face to face, seesaw, etc.)

Community members are invited to speak with students.

SRO is assigned to BES and is at school every day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents don't know how to help their child at home. **Root Cause:** Parents have not been explicitly taught how to help at home.

Problem Statement 2: Students are not producing work at the highest levels of Bloom's Taxonomy. **Root Cause:** Too much focus is placed on what the teacher is doing and not on what the students are doing/producing.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 25, 2015

Goal 1: Focus on Student Success

Performance Objective 1: Establish a culture in which we identify and personally invest in the unique gifts, talents and successes of each student enrolled in BISD.

Evaluation Data Source(s) 1: Increase % of students reporting that they like to come to school.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
ESF Levers Lever 3: Positive School Culture 1) Acts of kindness will be encouraged, recognized and celebrated.	2.5, 2.6	Administration,	Reduced amount of discipline referrals
ESF Levers Lever 5: Effective Instruction 2) The Advanced Academic Coordinator will deliver lessons in each classroom periodically throughout the school year to identify students who might be good candidates for GT testing.	2.5	Advanced Academic Coordinator	GT students are identified
Problem Statements: Demographics 1			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 4 students at BES qualified for the GT program. Root Cause 1: Our current assessment tools and procedures are not identifying students.

Goal 1: Focus on Student Success**Performance Objective 2:** Become a high performing campus as defined by local, state and federal accountability systems.**Evaluation Data Source(s) 2:** 80% or more students and student groups will be on grade level in reading and math.**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum 1) All classroom teachers will administer a new online math benchmark assessment at the beginning, middle and end of the year. The benchmark will determine specific skills/standards that can be practiced weekly.	2.4, 2.6	Campus Administrators	Students who are struggling in Math will received targeted intervention.
	Problem Statements: Student Academic Achievement 3		
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Our campus will work with the intermediate campus to standardize our classroom writing practices. We will also research writing programs.	2.4, 2.5	Campus Administrators	STAAR writing scores across the district will improve.
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 3) Continue use of an online reading assessment for prescriptive intervention in the area of reading fluency and comprehension.	2.4, 2.5, 2.6	Campus Administrators	A higher percentage of students reading on grade level.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Continue to implement Guided Reading in K-2. Provide additional training on moving students from one level to the next in a timely manner.	2.4, 2.5, 2.6	Campus Administrators	A higher percentage of students reading on grade level.
	Problem Statements: Student Academic Achievement 2		
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 5) Implement a full day Prekindergarten program for qualifying students, as well as tuition-based students.	2.5, 2.6	Campus administration	A larger percentage of students will be prepared for Kindergarten
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Struggling SLA students will receive intervention in their native language by a certified teacher.	2.4, 2.5, 2.6	Campus administrators, Campus ESL coordinator	Higher percentage of SLA students reading on grade level
	Problem Statements: Student Academic Achievement 1		
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Instructional leaders will provide constructive feedback to teachers after each walkthrough.	2.4, 2.5, 2.6	Campus Administrators	Instruction will become more rigorous based on feedback

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Spanish speaking students are not receiving the same level of intervention as the English speaking students. Root Cause 1: Spanish speaking students receive intervention from a paraprofessional.
Problem Statement 2: The %age of students reading on grade level is not increasing. Root Cause 2: Students get stuck on a level for too long without progressing to the next level.
Problem Statement 3: BES has a difficult time keeping track of consistent student math data that can be monitored over time. Root Cause 3: BES does not have a Math bench-marking tool that includes progress monitoring.

Goal 1: Focus on Student Success

Performance Objective 3: Increase student participation in school and school related activities.

Evaluation Data Source(s) 3: Increased number of students involved in school related activities.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Develop a school welcome committee/spirit team.	2.5	School Counselor	Build student leadership abilities.
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 2) Continue implementation of the Principal Book of the Month that will encourage students to talk about quality literature with their peers and teachers.	2.4, 2.5, 2.6	School Administrators	Increased love of reading.

Goal 2: Focus on Organizational Excellence

Performance Objective 1: Promote and provide professional development opportunities that impact student success and meet the needs of staff, as defined by district and campus advisory teams, as a result of the comprehensive needs assessment.

Evaluation Data Source(s) 1: Professional portfolio in Euphoria and training agendas and sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide ongoing training and professional development to support current initiatives. (Dual Language, Fundamental 5, Guided Reading, Thinking Maps, etc.)	2.4, 2.5	School Administrators	Implementation with fidelity.
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Provide supplemental mentoring, coaching, instructional support and materials to staff working with at-risk populations (ESL/Bilingual, Special Education, other at risk students)	2.5, 2.6	School Administrators.	Increased effectiveness in programs supporting ESL/Bilingual, Special Education, other at risk students, as evidenced by improved assessment scores in these populations

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Provide training to Prekindergarten teachers so they may effectively implement hands on, playful and purposeful learning centers that incorporate a literacy connection, encourage writing and provide an opportunity for verbal conversation with adults or other students.	2.5	Campus administration	a higher %age of students will be prepared for kindergarten
	Problem Statements: School Processes & Programs 2		
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Provide training and opportunities for teachers to learn from and improve their craft by examining student work samples.	2.4	Campus administrators, Team leaders	Higher level products assigned to students
	Problem Statements: Perceptions 2		

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Prekindergarten classrooms to not fully align with the PreK Guidelines. Root Cause 2: Teachers and aides have not had adequate training and professional development.
Perceptions
Problem Statement 2: Students are not producing work at the highest levels of Bloom's Taxonomy. Root Cause 2: Too much focus is placed on what the teacher is doing and not on what the students are doing/producing.

Goal 2: Focus on Organizational Excellence

Performance Objective 2: Effective utilization of a campus Leadership Team

Evaluation Data Source(s) 2: Survey reports that 90% of staff is involved in decision making.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Provide Mentors/Bull Buddies to new BES Staff members.	2.5	School Administrators	Retain quality staff members.
ESF Levers Lever 1: Strong School Leadership and Planning 2) Implement a performance based report cards for 2nd grade.	2.4, 2.6	School administrators and 2nd grade teachers.	Communicate a broader range of student mastery skills in each content area.
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) Coach team leaders to conduct monthly morning meetings to discuss strategies for students who are not progressing in reading based on Running Records and DRA data.	2.4, 2.5, 2.6	Team Leaders and Campus Administrators	Higher %age of students on grade level based on EOY DRA results

Goal 2: Focus on Organizational Excellence**Performance Objective 3:** Hire and retain qualified staff.**Evaluation Data Source(s) 3:** Decreased teacher turnover rate.**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) 100% of BES teachers will complete training and receive ESL certification. This will allow teachers to support students in an inclusion setting while providing more targeted instruction to ESL students with Beginning and Intermediate TELPAS Holistic ratings.	2.4, 2.6	School administrators	Students will receive quality sheltered instruction.
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning 2) Proactively seek outstanding bilingual teacher candidates at teacher job fairs.		Campus Administrators	Increase applications for vacant teacher positions
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 3) Provide professional development for special education and general education teachers on difficult behaviors in the classroom.	2.4, 2.5, 2.6	Campus Administrators and Student Support Director	Fewer discipline referrals and higher student achievement
Problem Statements: School Processes & Programs 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Instructional Leaders will conduct weekly data reviews to determine which K-2 students are not progressing in reading and math based on istation and iready data.		District and campus administrators	Students who are not progressing will be targeted for immediate classroom intervention
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) Instructional leaders will provide lesson plan feedback to teachers to ensure rigorous lessons are being developed.	2.4, 2.5, 2.6	district and campus administrators	Teachers will adjust lessons based on feedback received
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 6) Provide prescriptive coaching to teachers during Student Success meetings to help low performing students based on Running Records and DRA data.	2.4, 2.5, 2.6	District and campus administrators	Low performing students will progress through more levels during the school year

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Academic time is lost due to difficult behaviors in the classroom. Root Cause 1: Teachers and staff have had minimal training on dealing with difficult student behaviors.

Goal 3: Focus on Student, Family, and Community Relations

Performance Objective 1: Enhance student centered learning environments.

Evaluation Data Source(s) 1: EOY survey from CIS, Advanced Academic Coordinator and Counselor.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) Partner with the Anti-Defamation League to integrate "No Place for Hate" curriculum.	2.5, 2.6	School Counselor	Fewer discipline referrals
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 5: Effective Instruction 2) Provide Literacy Time to classes during Wonderful Wednesday	2.4, 2.5, 2.6	Interventionist	Increased love for reading

Goal 3: Focus on Student, Family, and Community Relations

Performance Objective 2: Provide multiple family engagement opportunities

Evaluation Data Source(s) 2: 75% of students' parents will attend at least two family involvement activities

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Provide resources for family education, parenting, training and support from Communities in Schools	3.1, 3.2	School Counselor and CIS	Fewer families in need of assistance at EOY
TEA Priorities Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Sustain current BES family engagement opportunities. (Family Christmas Night, Parent University, Math/Science Night, Mandatory Parent Conferences, Open House, Family Fun Fitness Walk, Reindeer Run, Bunny Dash, Watch DOGS events, Kindergarten Graduation, etc.)	3.1, 3.2	BES staff and administrators	Increased parental involvement in school
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Implement Academic Parent Teacher Teams in the fall and the spring in all classroom.	3.1, 3.2	BES administration	More students receive help and support with school work at home
	Problem Statements: Perceptions 1		
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Conduct/participate in EOY tours and informative sessions for students and parents transitioning from BES to BIS	3.2	Administrators and Counselors	Survey indicates positive feelings towards their transition

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Teachers will conduct at least two Home Visits throughout the school year.	3.1, 3.2	BES administration	Build trust with families to foster home/school connection

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parents don't know how to help their child at home. Root Cause 1: Parents have not been explicitly taught how to help at home.

Goal 3: Focus on Student, Family, and Community Relations

Performance Objective 3: Provide opportunities to partner with community members and leaders.

Evaluation Data Source(s) 3: Local newspaper and social media recognition monthly.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
ESF Levers Lever 3: Positive School Culture 1) Provide 2 or more BES students to lead the Bridgeport City Council in the pledges at their meetings throughout the 2018-2019 school year.	2.6	School Administrators	Increased student recognition within the community
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Partner with the Lions Club to provide food for family dinners before all Academic Parent Teacher Team meetings. (8 evenings throughout the school year)	2.4, 2.5	School administrators, Counselor and CIS	Lower percentage of below level students in each grade level at the end of the school year

Goal 4: Focus on Accountability

Performance Objective 1: Ensure effective fiscal operations

Evaluation Data Source(s) 1: 100% of Performance Objective and Strategies are connected to funding sources in TXEIS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) Involve campus staff in the development of the campus budget for the 2019-2020 school year through grade level PLCs.		Campus Administrators and Staff	Improved campus morale
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Review and approve all campus requisitions.	2.6	Campus Principal	All campus monies are spent appropriately
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 3) Reduce the amount of substitutes needed during the 2019-2020 school year.	2.5	Campus Administrators and Staff	Increased quality instruction for students

Goal 4: Focus on Accountability

Performance Objective 2: Ensure effective plant operations.

Evaluation Data Source(s) 2: # of work orders submitted in Eduphoria

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning 1) Effectively maintain all physical plant facilities.		Campus Administrators	work orders in Eduphoria
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 2) Update and maintain technology infrastructure.	2.5, 2.6	Library Aide, Administrators, Technology Director	More effective use of available technology.

Goal 4: Focus on Accountability

Performance Objective 3: Ensure a safe learning environment for students and staff.

Evaluation Data Source(s) 3: Parent survey indicates 90% of students and families feel safe.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 1) Maintain efficient, clearly communicated emergency drills that minimize the loss of classroom instruction.	2.5	Campus Administrators	Log of emergency drills signed by campus administrators.

Goal 5: Focus on 21st Century Learning

Performance Objective 1: Provide service and/or tools that provide efficient access to a digital learning environment.

Evaluation Data Source(s) 1: Maintain 95% student responses for access to digital learning.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Provide Chromebook and Google training to staff members throughout the school year.	2.4, 2.5, 2.6	Instructional Technology Director, Campus Administrators	Increased student usage of Chromebooks, increase usage of Google classroom

Goal 5: Focus on 21st Century Learning

Performance Objective 2: Provide increased opportunities for students to use collaboration, critical thinking and problem solving.

Evaluation Data Source(s) 2: 21st Century Learning noted in grade level lesson plans.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
ESF Levers Lever 5: Effective Instruction 1) Utilize the newly improved outdoor learning center for science experiments and other lessons pertaining to nature and the outdoors.	2.4, 2.5, 2.6	Campus Administrators	Increased learning opportunities utilizing real world application