

Bandera Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B



Vision

**Our Vision is to be a small-town district
creating a world-wide impact.**

Value Statement

We value celebrating successes because we believe through all of our accomplishments we instill pride into our community.

We value passionate people of integrity because we believe they have a positive impact on themselves, our community, and the future.

We value choices in learning because we believe choices cultivate personal growth and individual pride.

We value small-town support and relationships because we believe shared responsibility is the backbone of our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bandera Independent School District is a public school district based in Bandera, Texas (USA). The district serves the communities of Bandera, Lakehills, Bandera Falls, Pipe Creek, and Tarpley, and is located in the southwestern region of the Texas Hill Country. Bandera ISD is located 30 miles from the San Antonio, Texas metropolitan area, and 25 miles from the IH-10 Corridor. It is the largest school district, and also the largest employer in Bandera County. Bandera ISD has four campuses, Bandera High School, Bandera Middle School, Alkek Elementary, and Hill Country Elementary. The Bulldog is the school district mascot, and the school district colors are Bandera Blue and White. The school district's vision is to Be a Small Town District Creating a World-wide Impact. The school district's core values are built around the following: Pride, Integrity, Choices, and Small Town Relationships.

Demographics Strengths

Bandera ISD is a down home district led by a very educated, and talented Superintendent, and seven highly supportive and engaged members of the Bandera ISD Board of Trustees. Our district leadership makes decisions they believe to be in the best interest of all BISD students and staff. The district is blessed with outstanding students who are respectful, mannered, and interested in their own learning. The Bandera ISD staff are dedicated, hard working, and committed to continuous improvement. The Bandera community is supportive, and very interested in the educational opportunities provided to their children.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Limited growth in Meets, and Exceeds Student Reading Performance across all student populations. **Root Cause:** Reading programs are not aligned throughout the district. Campuses were not required to implement district approved curriculum (TEKS Resource System) with fidelity.

Problem Statement 2: Limited growth in Meets, and Exceeds Student Writing Performance across all student populations **Root Cause:** Writing has been addressed inconsistently as a separate component. Campuses were not required to implement district approved curriculum (TEKS Resource System) with fidelity.

Problem Statement 3: Limited growth in Meets, and Exceeds Student Mathematics Performance across all populations. **Root Cause:** Mathematics programs are not aligned throughout the district. Campuses were not required to implement district approved curriculum (TEKS Resource System) with fidelity.

Problem Statement 4: Campus Climate is not as positive as it needs to be to promote healthy learning environments for students and staff. **Root Cause:** Communication and clear expectations were not addressed with consistency.

Problem Statement 5: Limited available technology in the classrooms to continue with the BISD Blended Learning Initiative. **Root Cause:** Rapid growth in the Blended Model has resulted in BISD Technology depleting the district's available stock...

Problem Statement 6: Students lose instructional time due to frequent discipline issues in the classroom. **Root Cause:** Ineffective district-wide behavior support system, classroom management strategies, and ineffective campus disciplinary procedures.

Problem Statement 7: Limited core area academic growth in Special Populations (SPED/504/ELL). **Root Cause:** Insufficient identification, instruction, intervention and support to meet the immediate needs of struggling populations.

Priority Problem Statements

Problem Statement 1: Achievement Gaps exists between Student Populations

Root Cause 1: Foundation skills vary due to insufficient identification, instruction, intervention and support of struggling populations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Limited core area academic growth in Special Populations (SPED/504/ELL).

Root Cause 2: Insufficient identification, instruction, intervention and support to meet the immediate needs of struggling populations.

Problem Statement 2 Areas: Demographics - Student Achievement - District Culture and Climate - Curriculum, Instruction, and Assessment - Demographics - Student Academic Achievement - District Processes & Programs - Perceptions

Problem Statement 3: Limited growth in Meets, and Exceeds Student Reading Performance across all student populations.

Root Cause 3: Reading programs are not aligned throughout the district. Campuses were not required to implement district approved curriculum (TEKS Resource System) with fidelity.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Academic Achievement - District Processes & Programs

Problem Statement 4: Limited growth in Meets, and Exceeds Student Writing Performance across all student populations

Root Cause 4: Writing has been addressed inconsistently as a separate component. Campuses were not required to implement district approved curriculum (TEKS Resource System) with fidelity.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Academic Achievement - District Processes & Programs

Problem Statement 5: Limited growth in Meets, and Exceeds Student Mathematics Performance across all populations.

Root Cause 5: Mathematics programs are not aligned throughout the district. Campuses were not required to implement district approved curriculum (TEKS Resource System) with fidelity.

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Academic Achievement - District Processes & Programs

Problem Statement 6: BISD Staff Retention is decreasing each year.

Root Cause 6: Bandera ISD loses an average greater than 10% of educators at the secondary levels due to yearly coaching staff turnover.

Problem Statement 6 Areas: Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Context and Organization - District Processes & Programs - Perceptions

Problem Statement 7: Limited available technology in the classrooms to continue with the BISD Blended Learning Initiative.

Root Cause 7: Rapid growth in the Blended Model has resulted in BISD Technology depleting the district's available stock...

Problem Statement 7 Areas: Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology - Demographics - Student Academic Achievement - District Processes & Programs - Perceptions

Problem Statement 8: BISD average daily attendance is below 95%

Root Cause 8: Insufficient attendance procedures, limited student choice, failure of parents to recognize and support the importance of daily attendance.

Problem Statement 8 Areas: Student Achievement - District Culture and Climate - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Student Academic Achievement - Perceptions

Problem Statement 9: EXAMPLE: BISD has low student participation in advanced academic courses.

Root Cause 9: EXAMPLE: Insufficient promotion of advanced options; insufficient support to struggling students enrolled in advanced courses; insufficient communication and education of community to promote and support increased advanced opportunities for students.

Problem Statement 9 Areas: Student Achievement

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Observation Survey results

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
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Bandera ISD will advance our Vision and Core Values with an emphasis on community engagement to tell the Bandera ISD Story.


Performance Objective 1: Bandera ISD will recognize, promote, and celebrate student and staff successes as evidenced by activities and events throughout the 2019-20 school year.

Evaluation Data Source(s) 1: Number and type of campus recognition
Social Media Posts

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Bandera ISD will create opportunities to engage the district in recognition's, celebrations of success, and general district communication events.	2.6, 3.1, 3.2		- Clear, transparent communication with the Bandera ISD Community. - Continuous feed of information to to keep the staff and community apprised of all district activities and events. - Increased student attendance across the district. - Increased "buy-in" from students, staff, and community sector. - Greater support and participation from student, staff and community sector. - Improved morale of staff and students.				
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Bandera ISD will create opportunities to recognize student achievements and successes through media posts, campus activities, and School Board recognition's.	2.5, 2.6, 3.1, 3.2		- Increased student participation in academic, and extra-curricular opportunities - Increased student morale - Increased student attendance - Positive campus climate				
RDA Equity Plan Strategy 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 3) Bandera ISD will implement district surveys to students, staff, and the community throughout the school year to gather district improvement information.	2.4, 2.5, 2.6, 3.1, 3.2	Superintendent Chief Academic Officer Director of Learning and Communication	- Open avenue of communication for stakeholders to voice opinions, share ideas, and continually plan for district improvement. - Obtain quantifiable data for district planning and improvement.				
							

Goal 2: Bandera ISD will develop aligned district systems with an emphasis on growing leadership capacity, student safety, and the retention of passionate, high integrity staff.

Performance Objective 1: In the 2019-20 school year, Bandera ISD will increase Student Attendance by 1% as evidenced by maintaining a minimum of 95% average daily attendance Fall to Spring:

Evaluation Data Source(s) 1: District ADA Reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 4. Improve low-performing schools. 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Superintendent will review with Campus Principals the progress of campus attendance weekly, and communicate campus status in Administrative Nuts & Bolts meetings with Central Administration.</p>	2.4, 2.5, 2.6	Superintendent District Attendance Officer	- Review status, assess current issues, and respond to ensure campus attendance stays above 95%. - Increased student attendance across the district. Increased student learning time in the classroom.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Campus Administrative Teams will continuously communicate with students and parents through meetings, phone calls, Remind, Social Media posts, and campus/district websites to ensure daily student attendance.	2.4, 2.5, 2.6, 3.1	District Attendance Officer	<ul style="list-style-type: none"> - Critical communication with families on students with non-compliant attendance. - Campus Administration is continually aware of campus attendance status, and student attendance issues. - Increased parent communication and education on the importance of daily attendance. - Increased administrative counseling with students to raise awareness and participation. 				
<p>Equity Plan Strategy TEA Priorities</p> <ul style="list-style-type: none"> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools <p>3) Campus Administrative Teams will create opportunities for student attendance rewards and celebrations.</p>	2.4, 2.5, 2.6, 3.2	District Attendance Officer Chief Academic Officer Director of Communication and Learning Director of Assessment and Accountability	<ul style="list-style-type: none"> - Increased student recognitions for good attendance. - Increased student attendance. - Increased student competition for exemplary attendance. - Increased student participation in academic and extra-curricular activities. 				

Goal 2: Bandera ISD will develop aligned district systems with an emphasis on growing leadership capacity, student safety, and the retention of passionate, high integrity staff.

Performance Objective 2: In the 2019-20 school year, Bandera ISD will implement a safe and secure learning environment for district students, staff, and visitors as evidenced by district emergency preparedness, and continuous drill practice

Evaluation Data Source(s) 2: Phase II BISS Installation Records

Phase II Receipts

Phase II Correspondence with Vendors

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 4. Improve low-performing schools. 3. Connect high school to career and college. 2. Build a foundation of reading and math.
1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA</p> <p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>Improve low-performing schools</p> <p>1) Bandera ISD will increase campus emergency drill practice to include:</p> <p>Fire Drills - Minimum of One per Month</p> <p>Weather Drills - Minimum of Two per Semester</p> <p>Hold & Secure Drills - Minimum Two per Semester</p> <p>Lockdown Drills - Minimum of Three Per Semester</p>	2.4, 2.5, 2.6	District Safety Officer Chief Academic Officer	<p>- Ensure all campus students and staff understand BISS emergency preparedness expectations, and can safely and efficiently carry out emergency operations.</p> <p>- Increase emergency operation response times.</p> <p>- Safe and Secure campuses with improved staff and student morale.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA 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 2) Bandera ISD will create Campus Safety Coordinator positions, and meet monthly to discuss campus safety status/issues.</p>	2.4, 2.5, 2.6, 3.1, 3.2	District Safety Officer Chief Academic Officer Campus Safety Coordinators	<ul style="list-style-type: none"> - Creation of campus staff responsible for safety compliance, and accountability. - Research best practices, discuss current safety status, safety needs, and projection of future needs - Monthly meeting agendas addressing current campus safety issues. - Increased campus safety and security. - Increase campus climate 				
<p>RDA TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Bandera ISD will create a District Threat Assessment Team and meet as required to address district safety threats.</p>	2.4, 2.5, 2.6	District Safety Officer BISD Threat Assessment Team Chief Academic Officer	<ul style="list-style-type: none"> - Staff and student awareness of potential threats to the safety/security of the district's schools. - Research, Investigation, and Evaluation of potential safety/security threats to school district. - Increased positive support and resources to students identified as being in need of assistance. - Increased communication and strengthening of partnership with local agencies, and service providers. - District compliance with State Legislation requirements (Senate Bill 11.) 				
<p>RDA 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 4) Bandera ISD will create a District Safety and Security Advisory Committee and meet a minimum of three times per school year to provide oversight on district safety/security planning, training, and implementation of initiatives.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Superintendent District Safety Officer Chief Academic Officer	<ul style="list-style-type: none"> - Guidance and insight on district safety and security preparedness. - Clear communication with district community. - Increased communication and strengthening of partnership with local agencies, and service providers. - District compliance with State Legislation requirements (Senate Bill 11.) 				

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

Goal 2: Bandera ISD will develop aligned district systems with an emphasis on growing leadership capacity, student safety, and the retention of passionate, high integrity staff.


Performance Objective 3: Bandera ISD will implement and enhance Positive Behavioral Supports and Interventions on all campuses to reduce by 10% the number of students assigned to In School Suspension by June 2020.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools. 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA</p> <p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>Improve low-performing schools</p> <p>1) Bandera ISD will establish proactive solutions to address disciplinary infractions.</p>	2.4, 2.5, 2.6	Campus Administration Chief Academic Officer	<p>- Increased learning time for students, and ensuring students remain in the optimum learning environment.</p> <p>- Increase educator/student communication.</p> <p>- Increased parental contact and awareness of student discipline.</p> <p>- Increase student understanding and accountability for one's actions.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) Bandera ISD will provide Positive Behavior Interventions and Support training for staff.</p>	2.4, 2.5, 2.6	Campus Administration Chief Academic Officer Director of Communication and Learning	<ul style="list-style-type: none"> - Reduced student in-school suspensions across the district - Increased communication between administration and students. - Increased behavior management strategies for staff - Improved staff morale - Improved campus climate - Increased student "seat-time" in classes. 				
							

Goal 2: Bandera ISD will develop aligned district systems with an emphasis on growing leadership capacity, student safety, and the retention of passionate, high integrity staff.

Performance Objective 4: Bandera ISD will decrease turnover in professional positions to fewer than 10% of current employees by July 2020.

Evaluation Data Source(s) 4: Turnover rates of professional staff (not to include retirements)

Summative Evaluation 4: Some progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Bandera ISD will recruit and hire employees with high integrity, motivation, and commitment to supporting the Bandera ISD vision and core values.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Superintendent Chief Academic Officer Director of Learning and Assessment Maintenance Director Transportation Director Campus Administration	- increased area collegiate employment recruiting. - Strengthened relationships with employment partners (Area Universities, Colleges, Technical Schools, Region 20 TOPP, Alternative Certification Programs) - Highly effective staff who remain in district from year to year/Reduced turnover. - Increased positive relationships among all stakeholders. - Increased communication among all stakeholders. - Increased student academic and extra-curricular performance.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Bandera ISD will identify and nurture future campus/district leaders to build a strong employee pool in preparation for future positions and job openings.</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication Director of Assessment and Accountability Campus Administration	<ul style="list-style-type: none"> - Increased employment pool of highly qualified in-district staff. - Increased staff interest and commitment to district. - Increased retention rates among staff members. - Defined avenues for promotion and vertical growth for staff. 				
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Bandera ISD will provide new teaching staff with veteran mentors to aide with transitioning into the district, academic and instructional support, and to foster strong relationships among campus staff.</p>	2.4, 2.5, 2.6	Chief Academic Officer Campus Principals	<ul style="list-style-type: none"> - Strengthened relationships and morale among staff. - Smooth, stress free transition into BISD for new staff. - Quicker adaptation to BISD systems for new staff. - Quicker assimilation into the BISD Family, Vision, and Core Values for new staff. - New staff are prepared, and ready for instruction sooner. - Increased retention of staff. 				
<p>TEA Priorities Recruit, support, retain teachers and principals 4) Bandera ISD will administer and debrief a Staff Survey each semester to continuously improve on district working environment.</p>	2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication Director of Assessment and Accountability Campus Principals	<ul style="list-style-type: none"> - Stronger communication between campus staff and central office. - Increased response to current needs/issues. - Opportunity for staff to voice opinions, concerns, and suggestions. - Increased sense of purpose and strengthening of the BISD Family. 				

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

Goal 3: Bandera ISD will continually increase student performance on national and state measures with an emphasis on advanced academics and career readiness.

Performance Objective 1: Bandera ISD will increase by 10 percentage points the number of students earning Approaches, by 5 percentage points those earning Meets, and by 5 percentage points those earning Masters on the 2020 Spring administration of ELAR STAAR/EOC.


Evaluation Data Source(s) 1: STAAR/EOC Interim Reading/ELAR Assessments
 STAAR/EOC Reading Assessments
 LEA Benchmark Assessments

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Bandera ISD will incorporate Professional Learning Communities (PLC) for all teachers on a weekly basis to improve the skills and knowledge of educators through collaboration, professional communication, and a strong focus on student achievement and growth.</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication Director of Assessment and Accountability Campus Administration	<ul style="list-style-type: none"> - District Staff development and training's - Increased communication, collaboration, and confidence among PLC members. - Increased teacher effectiveness - Increased student achievement: number of students moving out of Did Not Meet towards the Approaches range. - Increased student achievement: number of students scoring in the Meets and Master's ranges. 				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Bandera ISD will train district stakeholders on the State A - F Accountability System.</p>	2.4, 2.5, 2.6	Director of Assessment and Accountability Chief Academic Officer Campus Administration	<ul style="list-style-type: none"> - Increased communication of district ratings. - Better understanding of the A - F Accountability Rating System. - Increased teacher accountability. - Targeted areas for improvement. - Increased number of students in the Approaches, Meets, and Masters accountability ranges. 				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Bandera ISD will conduct district data reviews for campus staff to identify strengths, areas of need, and targets to support student academic growth.</p>	2.4, 2.5, 2.6	Director of Assessment and Accountability Chief Academic Officer	<ul style="list-style-type: none"> - Increased communication. - Better understanding of individual teacher performance. - Identification of targets to improve teacher effectiveness. - Increased Skill/S.E. performance. - Increased communication between educators and students. - Increased student confidence levels. - Increased student awareness and academic growth. 				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Bandera ISD will incorporate Common Assessments for all teachers to be conducted on an end of unit basis, or as determined by the campus, to measure student academic achievement and growth.</p>	2.4, 2.5, 2.6	Chief Academic Officer Director of Learning and Communication Campus Principals	<ul style="list-style-type: none"> - Measurable data for improvement planning. - Staff awareness of student strengths and areas of need. - Increased response time to struggling students. - Opportunities for intervention and acceleration for students. 				

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

Goal 3: Bandera ISD will continually increase student performance on national and state measures with an emphasis on advanced academics and career readiness.

Performance Objective 2: Bandera ISD will increase by 10 percentage points the number of students earning Approaches, by 5 percentage points those earning Meets, and by 5 percentage points those earning Masters on the 2020 Spring administration of Mathematics STAAR/EOC.

Evaluation Data Source(s) 2: STAAR/EOC Interim Mathematics Assessments
 STAAR/EOC Mathematics Assessments
 LEA Benchmark Assessments

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Bandera ISD will incorporate Professional Learning Communities (PLC) for all teachers on a weekly basis to improve the skills and knowledge of educators through collaboration, professional communication, and a strong focus on student achievement and growth.</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication Director of Assessment and Accountability Campus Administration	<ul style="list-style-type: none"> - District Staff development and training's - Increased communication, collaboration, and confidence among PLC members. - Increased teacher effectiveness - Increased student achievement: number of students moving out of Did Not Meet towards the Approaches range. - Increased student achievement: number of students scoring in the Meets and Master's ranges. 				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Bandera ISD will train district stakeholders on the State A - F Accountability System.</p>	2.4, 2.5, 2.6	Director of Assessment and Accountability Chief Academic Officer Campus Administration	<ul style="list-style-type: none"> - Increased communication of district ratings. - Better understanding of the A - F Accountability Rating System. - Increased teacher accountability. - Targeted areas for improvement. - Increased number of students in the Approaches, Meets, and Masters accountability ranges. 				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Bandera ISD will conduct district data reviews for campus staff to identify strengths, areas of need, and targets to support student academic growth.</p>	2.4, 2.5, 2.6	Director of Assessment and Accountability Chief Academic Officer	<ul style="list-style-type: none"> - Increased communication. - Better understanding of individual teacher performance. - Identification of targets to improve teacher effectiveness. - Increased Skill/S.E. performance. - Increased communication between educators and students. - Increased student confidence levels. - Increased student awareness and academic growth. 				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Bandera ISD will incorporate Common Assessments for all teachers to be conducted on an end of unit basis, or as determined by the campus, to measure student academic achievement and growth.</p>	2.4, 2.5, 2.6	Chief Academic Officer Director of Learning and Communication Campus Principals	<ul style="list-style-type: none"> - Measurable data for improvement planning. - Staff awareness of student strengths and areas of need. - Increased response time to struggling students. - Opportunities for intervention and acceleration for students. 				

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

Goal 3: Bandera ISD will continually increase student performance on national and state measures with an emphasis on advanced academics and career readiness.

Performance Objective 3: Bandera ISD will increase the number of student "seats" in Career & Technical Education (CTE) and Advanced Academic courses as evidenced by a 10% increase in registration for Fall 2020.


Evaluation Data Source(s) 3: Comparison data over 3 years--number of seats in CTE and Advanced Academic courses; Number of CTE and Advanced Academic courses and certifications offered

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college Improve low-performing schools 1) Bandera ISD will educate all 5th grade students and parents on the benefits of advanced academics and CTE offerings.</p>	2.4, 2.5, 2.6	Chief Academic Officer Director of Learning and Communication Advanced Academic Coordinator Career and Technology Coordinator Campus Administration	<ul style="list-style-type: none"> - Increased program enrollment. - Increased student performance and ability. - Increased opportunities to students to participate in higher level CTE courses in high school. - Increased enrollment in post-secondary educational opportunities for students. - Increased Industry-based certifications and endorsements 				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>2) Bandera ISD will create campus opportunities/activities for active recruitment of 9th grade students to participate in advanced CTE courses.</p>	2.4, 2.5, 2.6	Chief Academic Officer Director of Learning and Communication Advanced Academic Coordinator Career and Technology Coordinator Campus Administration	<ul style="list-style-type: none"> - Increased program enrollment and course participation. - Increased student performance and ability. - Increased student performance leading to advanced certifications for students. - Increased opportunities to students to participate in higher level CTE courses in high school. - Increased enrollment in post-secondary educational opportunities for students. - Increased Industry-based certifications and endorsements 				
<p>3) Bandera ISD will create opportunities/activities for active recruitment of 8th grade students to participate in advanced academic courses.</p>	2.4, 2.5, 2.6	Chief Academic Officer Director of Learning and Communication Advanced Academic Coordinator Career and Technology Coordinator Campus Administration	<ul style="list-style-type: none"> - Increased program enrollment and course participation. - Increased student performance and ability. - Increased enrollment in post-secondary educational opportunities for students. - Strengthened district accountability ratings. 				
							

Goal 3: Bandera ISD will continually increase student performance on national and state measures with an emphasis on advanced academics and career readiness.





Performance Objective 4: Over the course of the 2019-20 school year, Bandera ISD will develop a Five Year Plan to address and monitor Early Childhood Reading, Mathematics, and College, Career, and Military Readiness as measured by increased student academic proficiency and increased CCMR opportunities.

Evaluation Data Source(s) 4: 60x30TX Goal Requirements
STAAR/EOC
Interim Assessments

Summative Evaluation 4: Some progress made toward meeting Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Working with the Board of Trustees, Bandera ISD will set, and monitor specific, quantifiable five year goals for Kindergarten through 3rd Grade Reading and Mathematics, and Secondary CCMR at each respective campus.</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication	<ul style="list-style-type: none"> - School Board approved goals for Kindergarten through 3rd Grade Reading. - School Board approved goals for Kindergarten through 3rd Grade Mathematics. - Increased student proficiency in Reading and Mathematics. - Quantifiable data for accountability planning. - Increased CCMR opportunities for secondary students. - Increased Industry-based certification/endorsements for BHS graduates. - Increased enrollment in post-secondary educational opportunities. - Increased military enlistment. 				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Bandera ISD will offer targeted staff development and training's for classroom teachers in Kindergarten through 3rd Grade.	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication	- Improved staff effectiveness in educational planning, lesson delivery, and assessment. - Increased student performance.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Bandera ISD will nurture an environment of Innovation and collaboration as we increase choices in learning experiences for students and staff.


Performance Objective 1: BISD will create teams of staff and begin to investigate viable options for "schools within a school" and/or schools of choice.

Evaluation Data Source(s) 1: Creation of Teams
 Data Collection and Research Information
 Site-visit records
 Anecdotal Evidence

Summative Evaluation 1: Some progress made toward meeting Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.
 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Bandera ISD will survey stakeholders and analyze responses to better determine future program interests and needs.</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication	<ul style="list-style-type: none"> - Successful surveys with viable information for future planning. - Additional training and staff development on topic - Increased networking and creating of contacts and partnerships with other districts. - Establish foundation information for planning a "School within a School in BISD. - Create draft plans for implementation. 				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>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</p> <p>2) Bandera ISD will research, network, and conduct site-visits with school districts with high functioning models of "Schools within a School".</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication	<ul style="list-style-type: none"> - Successful district site visits. - Additional training and staff development on topic - Increased networking and creating of contacts and partnerships with other districts. - Establish foundation information for planning a "School within a School in BISD. - Create draft plans for implementation. 				
<p>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</p> <p>3) Bandera ISD will research, network, and conduct site-visits with school districts with high functioning models of Schools of Choice.</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication	<ul style="list-style-type: none"> - Successful district site visits. - Additional training and staff development on topic - Increased networking and creating of contacts and partnerships with other districts. - Establish foundation information for planning a "School within a School in BISD. - Create draft plans for implementation. 				
							

Goal 4: Bandera ISD will nurture an environment of Innovation and collaboration as we increase choices in learning experiences for students and staff.

Performance Objective 2: BISD will strengthen the use of Professional Learning Communities as evidenced by consistent use of PLC practices throughout the 19-20 school year.

Evaluation Data Source(s) 2: PLC Training Records

- Staff Training Attendance Sheets
- Learning Leaders Meeting Agendas
- Campus Staff PLC Training Records
- Anecdotal Evidence

Summative Evaluation 2: Some progress made toward meeting Performance Objective

TEA Priorities: 4. Improve low-performing schools. 3. Connect high school to career and college. 2. Build a foundation of reading and math.
1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Bandera ISD will offer continued professional development for staff to increase PLC familiarity and effectiveness.</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication Campus Administration	<ul style="list-style-type: none"> - Completed PLC training's. - Increased PLC effectiveness. - Increased staff communication. - Increased staff relationships. - Increased staff focus on student performance - Increased student performance. 				
<p>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 2) Bandera ISD will meet monthly with campus administration to ensure positive PLC support, clear communication, and clear expectations for staff.</p>	2.4, 2.5, 2.6	Superintendent Chief Academic Officer Director of Learning and Communication Campus Administration	<ul style="list-style-type: none"> - Monthly meetings with consistent PLC focus to support student academic growth. - Provide needed staff development and training's to support PLC growth and effectiveness. - Provide clear guidance for Campus Administration and PLC Leads in order to maximize meeting outcomes. 				

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

RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	Bandera ISD will implement district surveys to students, staff, and the community throughout the school year to gather district improvement information.
2	2	1	Bandera ISD will increase campus emergency drill practice to include: Fire Drills - Minimum of One per Month Weather Drills - Minimum of Two per Semester Hold & Secure Drills - Minimum Two per Semester Lockdown Drills - Minimum of Three Per Semester
2	2	2	Bandera ISD will create Campus Safety Coordinator positions, and meet monthly to discuss campus safety status/issues.
2	2	3	Bandera ISD will create a District Threat Assessment Team and meet as required to address district safety threats.
2	2	4	Bandera ISD will create a District Safety and Security Advisory Committee and meet a minimum of three times per school year to provide oversight on district safety/security planning, training, and implementation of initiatives.
2	3	1	Bandera ISD will establish proactive solutions to address disciplinary infractions.
2	4	1	Bandera ISD will recruit and hire employees with high integrity, motivation, and commitment to supporting the Bandera ISD vision and core values.

District Advisory Committee

Committee Role	Name	Position
Administrator	Donald Tosh	Director of Assessment & Accountability
Administrator	Gary Bitzkie	Chief Academic Officer
Administrator	Jerry Hollingsworth	Superintendent of Schools
Administrator	Suzy Groff	Director of Learning and Communications
Administrator	Scott Tipton	Chief Financial Officer
Administrator	Laura Klein	Principal - Hill Country Elementary
Administrator	Patrick Sizemore	Principal - Bandera Middle School
Administrator	David Brown	Director of Technology
Administrator	Patricia Galm	Director of Special Services
Classroom Teacher	Haley Kelly	Teacher - Alkek Elementary School
Classroom Teacher	Chantry VanderZee	Teacher - Alkek Elementary School
Classroom Teacher	Heather Robinson	Teacher - Alkek Elementary School
Community Representative	Kathy Giles	Bandera County Resident
Parent	Susan Short	Bandera County Resident
Administrator	Dixie Moseley	Principal - Alkek Elementary School
Administrator	Kenneth Vogel	Principal - Bandera High School
Business Representative	Kirby Jones	Bandera County Resident
Classroom Teacher	Kathy Freeman	Teacher - Hill Country Elementary
Classroom Teacher	Miranda Little	Teacher - Hill Country Elementary
Classroom Teacher	Tyler Wanek	Teacher - Bandera High School
Classroom Teacher	Brent Torre	Teacher - Bandera High School