

# BULLARD ISD

## District Improvement Plan

### 2019/2020

*Lead the Way*



# BULLARD ISD

## **Mission**

*To prepare all students to become citizens who are able to make informed choices for success in a changing world.*

## **Vision**

*Lead The Way*

*BISD leads the way in challenging students to develop into confident, determined citizens by:*

- Empowering passionate, engaging educational guides and mentors*
- Embracing innovative techniques and real life experiences*
- Creating a supportive, unforgettable learning environment*
- Expecting continuous growth and forward thinking*

### Nondiscrimination Notice

BULLARD ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# BULLARD ISD Site Base

Name	Position
Albritton, Jodie	Intermediate School Principal
Bell, Austin	Community/Business
Bickerstaff, Amy	Director of Teaching and Learning
Blain, Kevin	Bullard High School Principal
Brasher, David	Parent
Conner, Cheryl	Bullard Primary Counselor
Cook, Melynda	Teacher
Cortinas, Helene	Bullard High School Assistant Principal
Dixon, John	Coordinator of Alternative Education
Dover, Kenley	Bullard Middle School Principal
Flores, Melissa	Parent
Flores, Will	Parent
Flowers, Sean	Bullard Intermediate Assistant Principal
Gardner, Karen	Teacher
Goode, Amanda	Bullard Early Childhood Principal
Harris, Meagan	Teacher
Hendrix, Cheryl	Director of Human Resources and Special Programs
Hill, Jan	Deputy Superintendent
Holt, Christina	Teacher
Kasson, Jenny	Bullard Elementary Principal
Kelley, Gina	Teacher
Lee, Jack	Superintendent
Lee, Terra	Teacher
Lierman, Marcia	Teacher
Monahan, Stephen	Teacher
Murphy, Kim	Bullard Primary School Principal

# BULLARD ISD Site Base

Name	Position
Pawlak, Chris	Bullard High School Assistant Principal
Peters, Angie	Bullard Early Childhood Counselor
Ridgley, Laurissa	Teacher
Sleeper, Lee	Director of Technology and Operations
Stewart, Ginger	Bullard Elementary/Primary Assistant Principal
Swinney, Brandy	Teacher
Wilburn, Kim	Parent
Williams, Lisa	Director of Special Education
Wilson, Melissa	Teacher

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

OnData Suite  
PEIMS

### Demographics Summary

*The enrollment for Bullard ISD is 2,667 students. Our current demographics consist of: 0.26% American Indian, 0.49% Asian, 3.60% African American, 8.29% Hispanic, 84.06% White and 0.04% Native Hawaiian-Pacific Islander. Bullard has 3.26% who identify themselves as two or more races.*

*Bullard ISD records show 34.50% of the student population is economically disadvantaged, 31.31% are considered At-Risk, while 12.26% are served through special education services. In addition, 2.44% of our population are considered ELL and 5.40% are served through Gifted and Talented.*

## Student Achievement

### Student Achievement Data Sources

Score Reports  
STAAR  
STAAR EOC

### Student Achievement Summary

*Students in Bullard ISD are exposed to an enriching and challenging curriculum that leads to student success. As a district we achieved an overall A rating in 2018-19. All campuses received an A or B rating. Historically, Bullard ISD performs above state averages. We have seen improvements in STAAR "Approaches" scores across most areas. The slight loss has happened at the 3rd grade Reading and Math, 4th Writing and 7th Reading and the most dramatic improvements to 5th science. Although we*

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

*have seen gains in the “Approaches” achievement level, our most impressive gains are at the “Meets” and “Masters” levels. Based on this data we have implemented PLCs at 3rd and 4th grades to ensure teachers are educated about the depth of the standards, appropriate instructional practices and creation of STAAR aligned assessments. Finally, to address the writing decline, we are requiring writing responses across all subjects every nine weeks.*



# STAAR Demographic Longitudinal - All Subjects for BULLARD ISD

Source: Admin Year: 2019

Test Version(s): STAAR Language(s): English Calculation Option: Meets Gr Lvl Std Retests: Second Administration included if available

ELA	E1			E2			R1			R2			W1			W2			
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	
All Students	56%	63%	70%	62%	60%	65%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic	44%	67%	79%	33%	67%	61%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Native American	0%	100%	0%	50%	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian	0%	100%	0%	50%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
African American	44%	33%	38%	20%	30%	38%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	57%	64%	74%	66%	61%	65%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	100%	33%	63%	71%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ECD	42%	46%	49%	36%	52%	48%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
LEP/ELL	25%	33%	0%	0%	43%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Special Education	0%	14%	17%	6%	5%	15%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Mathematics	03			04			05			06			07			08			A1		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	65%	63%	55%	58%	74%	69%	58%	74%	80%	45%	52%	68%	68%	63%	67%	49%	58%	71%	57%	64%	67%
Hispanic	77%	71%	53%	40%	76%	80%	50%	78%	80%	33%	29%	61%	67%	31%	38%	40%	75%	60%	50%	67%	80%
Native American	0%	0%	0%	0%	67%	0%	0%	0%	50%	100%	100%	0%	0%	100%	100%	0%	0%	0%	50%	50%	33%
Asian	0%	100%	67%	0%	100%	100%	0%	0%	0%	100%	0%	0%	0%	100%	100%	100%	0%	0%	100%	100%	0%
African American	20%	20%	38%	20%	57%	38%	0%	25%	50%	14%	0%	60%	33%	11%	0%	9%	27%	40%	33%	33%	45%
Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
White	65%	63%	56%	60%	75%	69%	61%	74%	82%	47%	55%	68%	69%	68%	73%	53%	59%	74%	60%	66%	68%
Two or More Races	57%	67%	71%	100%	63%	80%	67%	100%	86%	0%	50%	100%	100%	67%	33%	33%	67%	50%	50%	40%	56%
ECD	43%	44%	43%	40%	56%	49%	45%	57%	59%	26%	29%	48%	49%	42%	50%	36%	54%	53%	36%	42%	51%
LEP/ELL	100%	67%	0%	33%	83%	0%	60%	60%	100%	0%	20%	0%	33%	67%	0%	0%	67%	0%	0%	33%	67%
Special Education	54%	38%	29%	5%	43%	13%	10%	25%	47%	0%	14%	16%	21%	6%	17%	4%	32%	14%	20%	18%	25%

Reading/ELA	03			04			05			06			07			08		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019



# STAAR Demographic Longitudinal - All Subjects for BULLARD ISD

Source: Admin Year: 2019

Test Version(s): STAAR Language(s): English Calculation Option: Meets Gr Lvl Std Retests: Second Administration included if available

All Students	58%	51%	51%	59%	64%	55%	53%	67%	69%	44%	43%	49%	57%	54%	61%	60%	62%	69%
Hispanic	54%	57%	58%	50%	67%	47%	43%	61%	65%	33%	29%	33%	50%	31%	38%	59%	50%	50%
Native American	0%	100%	0%	0%	0%	0%	0%	0%	50%	100%	67%	0%	0%	100%	100%	50%	0%	100%
Asian	0%	100%	67%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	100%	100%	0%	0%
African American	20%	40%	25%	20%	43%	38%	0%	25%	50%	14%	0%	20%	17%	22%	0%	18%	36%	29%
Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
White	59%	51%	51%	62%	67%	57%	56%	67%	71%	46%	45%	50%	60%	57%	65%	62%	64%	72%
Two or More Races	57%	33%	57%	67%	50%	60%	33%	100%	71%	50%	25%	71%	50%	67%	50%	50%	75%	67%
ECD	38%	38%	34%	37%	41%	31%	25%	43%	50%	31%	22%	29%	30%	38%	42%	43%	42%	48%
LEP/ELL	75%	50%	0%	44%	83%	0%	0%	56%	0%	33%	0%	0%	0%	33%	0%	0%	0%	0%
Special Education	50%	13%	24%	11%	40%	19%	5%	25%	32%	0%	9%	4%	4%	5%	9%	12%	8%	10%

Science	05			08			BI		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	48%	46%	74%	53%	60%	65%	63%	79%	76%
Hispanic	29%	44%	64%	47%	62%	54%	47%	68%	73%
Native American	0%	0%	0%	50%	0%	100%	0%	67%	0%
Asian	0%	0%	0%	100%	0%	0%	0%	100%	0%
African American	0%	20%	63%	9%	11%	29%	40%	60%	46%
Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	52%	47%	75%	56%	64%	67%	68%	81%	78%
Two or More Races	33%	50%	80%	50%	33%	67%	67%	67%	78%
ECD	25%	33%	59%	31%	41%	43%	46%	66%	56%
LEP/ELL	0%	40%	0%	0%	0%	0%	29%	33%	0%
Special Education	11%	4%	44%	8%	4%	5%	7%	33%	25%

Social Studies	08			US		
	2017	2018	2019	2017	2018	2019
All Students	38%	54%	61%	77%	82%	83%
Hispanic	35%	46%	54%	56%	60%	75%





# STAAR Demographic Longitudinal - All Subjects for BULLARD ISD

Source: Admin Year: 2019

Test Version(s): STAAR Language(s): English Calculation Option: Meets Gr Lvl Std Retests: Second Administration included if available

Native American	50%	0%	100%	0%	0%	50%
Asian	100%	0%	0%	100%	50%	100%
African American	0%	22%	29%	75%	60%	100%
Islander	0%	0%	0%	0%	0%	0%
White	41%	58%	63%	78%	87%	83%
Two or More Races	25%	33%	67%	75%	67%	100%
ECD	14%	33%	40%	54%	60%	69%
LEP/ELL	0%	0%	0%	0%	0%	0%
Special Education	4%	8%	24%	23%	28%	39%
<b>Writing</b>						
	<b>04</b>			<b>07</b>		
	2017	2018	2019	2017	2018	2019
All Students	54%	53%	31%	46%	46%	48%
Hispanic	40%	45%	20%	33%	23%	15%
Native American	0%	0%	0%	0%	100%	50%
Asian	0%	0%	0%	0%	100%	100%
African American	40%	29%	25%	33%	22%	17%
Islander	0%	0%	0%	100%	0%	0%
White	56%	57%	33%	48%	48%	52%
Two or More Races	67%	38%	40%	50%	33%	33%
ECD	39%	32%	16%	26%	32%	31%
LEP/ELL	22%	67%	0%	0%	33%	0%
Special Education	11%	19%	0%	8%	5%	4%

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Summary

*Bullard ISD offers variety of opportunities for students to be engaged in the culture and climate of the district. Bullard ISD has a history and culture of high achieving extra-curricular activities for any student wanting to participate. The district offers programs through Fine Arts such as choir, band, drill team, dance teams, pom squad, twirling, theatre, and art. Students are also given the opportunity to participate in athletic events such as cross country, track, volleyball, football, soccer, basketball, fishing, cheerleading, softball, powerlifting, golf, tennis and summer athletic programs.*

*Students are encouraged to become involved in campus activities such a National Honor Society, Advanced Placement Courses, National Junior Honor Society, Academic Clubs and various other offerings that will enhance their ownership of campus life.*

*During middle school and high school, students have the option of becoming involved in the district Career and Technology programs. Some of the choices for CTE are: Agriculture, Food and Natural Resources; Arts, A/V Technology and Communication; Business Management and Administration; Career Development; Education and Training; Health Science; Hospitality and Tourism; and Information Technology.*

*The district will continue to work with students through Capturing Kid's Hearts and Choose Love Programs. Counseling services through Next Step are offered to students during the school day. BISD continues to seek increases in the student attendance percentages and reducing drop-outs and leavers.*

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Summary

*Bullard ISD has a number of strengths in Curriculum and Assessment. The district requires each campus to complete academic check points and data analysis groups on a regular and scheduled basis. Teachers are given opportunities throughout the year to pursue staff development through state and regional offerings. Title II funds are used to support the ongoing professional growth for teachers and principals. During the 2018-2019 school year and continuing into the 2019-2020 school year, the district will continue to build on the training through RTI Solution Tree.*

*The district has identified some areas to seek improvement such as earned distinctions, raising Level II Advanced Performance, increasing student attendances percentages, increasing Depth of Knowledge, closing gaps, progress monitoring and curriculum writing across grade levels.*

## Family and Community Involvement

### Family and Community Involvement Summary

# Comprehensive Needs Assessment

*Bullard ISD offers students, parents and community members involvement, information and opportunities through the following:*

- *Bullard ISD webpage*
- *Facebook*
- *Panther Partners*
- *Remind*
- *Twitter*
- *Peachjar*
- *Bullard ISD app*
- *Meet the Teacher*
- *Family information nights*
- *Title I annual meetings*
- *FAFAS information night*
- *Parent Gradebook access*
- *PTO*
- *Campus level community service projects*
- *Tyler Area Partnership*
- *Student mentor program*
- *Booster clubs*
- *Bullying reporting system*
- *CTCU*
- *Bullard Education Foundation*
- *Hospitality ER*
- *Attendance notification system*

*Bullard ISD continues to seek and promote increased parent and family engagement on all campuses.*

## Technology

### Technology Summary

*Bullard ISD offers a variety of technology resources to students at all grade levels. Lower grades have access to computer labs, Chromebook carts and iPad carts. Bullard Middle School and Bullard High School provide 1:1 Chromebooks campus wide. All classrooms are outfitted with fast internet access, interactive whiteboards, and document cameras.*

*The district is now implementing our new STEAM and STEM labs at grades PK - 6. Bullard Middle School is in the process of establishing a STEAM lab in the near future.*

# Comprehensive Needs Assessment Data Sources

ACT/SAT Data  
Attendance  
Career Cruising  
Community Demographics  
Community Input  
CTE Cluster  
Curriculum Audit  
Disaggregated STAAR Data  
Discipline Data  
District Policies  
Drop-out Rates  
Edgenuity  
Eidex  
Expulsion/Suspension Records  
Failure Lists  
Graduation Records  
Local Assessment Data  
OnData Suite  
Pass/Fail Data  
PBMAS  
PEIMS  
Professional Development  
RTI Data  
Skyward  
STAAR  
STAAR EOC  
Survey Data  
TAPR  
Technology Training  
TELPAS  
TSI  
Walkthroughs

# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 1.** (Attendance Rate) Increase attendance rates for all students within BISD to 97% or above.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ongoing monitoring of attendance reports. The district will require each campus to have systems for monitoring attendance. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Director of PEIMS, Superintendent(s)	Per campus C.I.P.	(L)Attendance Reports, (L)PEIMS Data, (L)Student Handbook, (O)Local Districts, (S)Local Funds, (S)PEIMS, (S)TASB Online Policy	01/30/20 - Significant Progress
2. Post the student attendance policy. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent(s), Principal, Superintendent(s)	Beginning of school year	(L)District Policy, (L)PEIMS Data, (L)Student Handbook, (L)Webpage, (O)Local Districts, (S)TASB Online Policy	08/12/19 - Completed
3. Continue to collaborate and modify attendance and truancy procedures between campuses. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Attendance Clerk, Campus Attendance Committee, Principal, Superintendent(s)	Six weeks reporting periods	(L)Attendance Reports, (L)Skyward, (O)Local Districts	01/30/20 - Some Progress

# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 2.** (Drop Out and Completion) Decrease the district's dropout rate to 0% while increasing the district's completion rate to 98% for all students and student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow up on each student who is coded as a leaver or dropout. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Director of PEIMS, Principal	Fall and Summer PEIMS Submission	(L)Edgenuity, (L)PEIMS Data, (L)Student Handbook, (S)Credit Recovery	01/30/20 - Significant Progress
2. Continue to provide PRIDE as an alternative education program. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Counselor(s), PRIDE Coordinator, Principal	Ongoing	(L)Edgenuity, (S)State Compensatory	10/24/19 - Significant Progress

# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 3.** (Academic Performance) Increase the performance for all students and all demographic groups in English Language Arts and/or Reading, Mathematics, Science and Social Studies from the previous school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use Foundations as a phonics program PK-2. (Title I SW Elements: 1.1,2.5) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2)	Deputy Superintendent, Director of Teaching and Learning, Principal, RTI Teachers	Daily	(F)Title I, (L)Foundations Curriculum, (S)IMA	10/24/19 - Completed (S)
2. Provide staff development for Foundations Program PK-2. (Title I SW Elements: 1.1,2.5) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2)	Director of Special Programs, Director of Teaching and Learning, Principal	Fall 2019		02/05/20 - On Track 01/30/20 - Some Progress
3. Assist campuses in implementing plans to address improvement in reading, writing, math, science and social studies. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Consultant, Director of Teaching and Learning, Principal, RTI Teachers	Each 9 weeks	(L)Checkpoints, (L)DMAC, (L)Edgenuity, (L)Region 7 ESC	01/30/20 - On Track 10/24/19 - Significant Progress 10/24/19 - Significant Progress
4. Assist campus principal in developing individual plans for accelerating instruction for fifth and eighth grade students. (Title I SW Elements: 1.1,2.5,2.6,3.1) (Target Group: 5th,8th) (Strategic Priorities: 2)	Assistant Superintendent(s), Director of Special Programs, Director of Teaching and Learning, Principal	Each 9 week period	(L)Checkpoints, (L)DMAC, (L)Region 7 ESC, (S)State Comp Ed	02/04/20 - On Track 10/24/19 - Significant Progress 10/24/19 - Significant Progress
5. Provide opportunities for ELAR, math, science and social studies teachers to attend professional development appropriate to their grade level. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Director of Special Programs, Director of Teaching and Learning, Principal	2019-2020 School Year	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Region 7 ESC, (L)Webinars	01/30/20 - On Track 10/24/19 - Significant Progress 10/24/19 - Significant Progress 10/01/19 - Significant Progress
6. Monitor and support the implementation of differentiated instruction in reading, writing, math, science and social studies for all students including students in special programs such as dyslexia, special education, gifted and talented, ESL, 504, and at risk. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Director of Special Education, Director of Special Programs, Director of Teaching and Learning, Principal, RTI Teachers	Daily walk throughs and training	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Checkpoints, (L)DMAC, (L)Instructional Coaching, (L)Professional Development, (L)Report Cards, (S)STAAR, (S)TELPAS	01/30/20 - Significant Progress 10/24/19 - Significant Progress
7. Provide professional development on the use of data to monitor and adjust instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Deputy Superintendent, Director of Special Education, Director of Special Programs, Director of Teaching and Learning,	Ongoing	(F)RTI Conference, (F)Solution Tree, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Academic	02/04/20 - Significant Progress 11/04/19 - On Track 10/24/19 - Significant Progress 10/24/19 - Significant Progress

# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 3.** (Academic Performance) Increase the performance for all students and all demographic groups in English Language Arts and/or Reading, Mathematics, Science and Social Studies from the previous school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
	Principal, RTI Teachers, Teacher(s)		Consultants, (L)Lead4ward, (L)Region 7 ESC, (S)TEKS	10/01/19 - Significant Progress
8. Addition of a master teacher for grades 5-8 and grades 9-12. (Title I SW Elements: 1.1,2.5,2.6) (Strategic Priorities: 2)	Principal	2019-2020 School Year	(L)Principals, (L)Professional Development, (L)Region 7 ESC	08/12/19 - Completed (S)
9. Support and provide HMH training for teachers to promote additional strategies. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Director of Teaching and Learning	2019-2020 School Year	(F)Title IIA Principal and Teacher Improvement, (L)HMH Curriculum, (S)IMA	10/24/19 - Significant Progress
10. Support and require administrator leadership walks to support instruction. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Deputy Superintendent, Director of Teaching and Learning	Once every nine weeks		02/04/20 - On Track 10/24/19 - Significant Progress
11. Introduction and implementation of STEAM and STEM classrooms on PK-6th. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Director of Special Education, Principal, STEAM/STEM teachers	2019-2020 School Year	(F)Title IV Safe and Drug Free	10/24/19 - Completed (S)
12. Support Bullard Early Childhood in the area of Literacy and Reading Intervention. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: K) (Strategic Priorities: 2)	Director of Special Programs, Principal	2019-2020 School Year	(F)LLI Kits, (F)Title I, (F)Title IIA Principal and Teacher Improvement	02/04/20 - On Track 01/30/20 - On Track 11/04/19 - Significant Progress 11/04/19 - Significant Progress



# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 4.** (SAT, ACT, PSAT) Increase the number of students participating in SAT, ACT, PSAT, and AP exams

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support student participation numbers for the SAT/ACT and PSAT of students in special programs, along with at-risk students. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal	2019-2020 School Year	(L)National Clearinghouse, (L)PEIMS Data, (S)CCMR	
2. Support Bullard High School when serving as a testing site for PSAT exams. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Principal	TBD	(L)College Board, (L)Testing Information	

# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 5.** (Special Education and STAAR) Special Education: Increase progress measures on STAAR assessments for all special education students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reinforce and support appropriate expectations and achievement for state assessment. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2)	Director of Special Education, Special Ed Teachers, Teacher(s)	Check point timelines per campus	(L)Region 7 ESC, (L)Special Education Staff, (S)TEA Materials	12/12/19 - Some Progress
2. Evaluate and upgrade technology available for special education students including software. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: SPED) (Strategic Priorities: 2)	Assistive Technology Staff, Director of Special Education, Director of Technology, Principal, Special Ed Teachers	2019-2020 School Year	(F)IDEA Special Education, (L)Researched Based Technology	12/12/19 - On Track

# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 6.** (G/T) GT: BISD will continue to serve all eligible students for the gifted and talented program at each grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the gifted and talented district plan concerning the identification process to evaluate GT Equity process and meet new state standards. (Title I SW Elements: 1.1,2.3,2.5) (Target Group: All,GT) (Strategic Priorities: 2)	Counselor(s), Director of Special Programs, GT Teachers, Principal	2019-2020 Fall Semester	(L)BISD Policy and Procedures, (L)Region 7 ESC	01/06/20 - Significant Progress 09/06/19 - Significant Progress 08/05/19 - Some Progress
2. Coordinate with Region 7 specialist to review and update district policy and procedures based on state policy updates. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 2)	Counselor(s), Director of Special Programs, GT Teachers, Principal	Fall Semester Meetings	(L)Region 7 ESC, (S)TEA guidelines/website	10/02/19 - Significant Progress 08/05/19 - Some Progress
3. Assure an array of learning opportunities that are commensurate with the abilities of the gifted and talented students and that emphasize content in the four core academic areas. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 2,3)	Director of Special Programs, GT Teachers, Principal	2019-2020 School Year	(L)College Board, (L)Region 7 ESC, (S)TEA Materials, (S)TEKS	01/30/20 - On Track
4. Communicate with parents on eligibility, curriculum, learning opportunities, policies and annual program evaluation. (Title I SW Elements: 3.1) (Target Group: GT)	Counselor(s), Director of Special Programs, GT Teachers, Principal	March 2020	(L)BISD Policy and Procedures, (L)Region 7 ESC, (L)Webpage	01/30/20 - On Track

# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 7.** (ESL) ESL: BISD will continue to serve all eligible students for the ESL program at each grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communication between regular education and ESL teachers to develop language acquisition strategies for identified ESL students. (Title I SW Elements: 1.1,2.5) (Target Group: ESL) (Strategic Priorities: 2)	Director of Special Programs, ESL District Lead, ESL Teachers, Principal, Teacher(s)	Progress report timeline	(L)ESL Lead Teacher, (L)ESL Survey, (L)ESL Teachers, (L)Teachers	11/04/19 - On Track 11/04/19 - Significant Progress
2. All ESL teachers are given a teacher self reflection survey to make sure the district is supporting teachers in providing ESL students with the most productive educational environment and educational skills. (Title I SW Elements: 1.1,2.5) (Target Group: ESL) (Strategic Priorities: 2)	ESL District Lead	October 11, 2019	(L)Surveys	10/11/19 - On Track
3. Monitor ESL students' progress toward successful performance on TELPAS and STAAR. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: ESL) (Strategic Priorities: 2)	Director of Special Programs, ESL District Lead, ESL Teachers, Principal, Teacher(s)	Progress report timelines	(L)DMAC, (L)ESL Teachers, (L)Teachers, (L)TELPAS Academy	11/11/19 - Significant Progress 11/04/19 - Significant Progress

# BULLARD ISD

**Goal 1.** (T and L) Exceed in teaching and learning

**Objective 8.** (Dyslexia) Dyslexia: BISD will continue to identify and serve all eligible students for the Dyslexia program at each grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review the dyslexia handbook and identification processes. (Title I SW Elements: 1.1,2.6) (Target Group: Dys) (Strategic Priorities: 2)	Director of Special Programs, Dyslexia Teachers, Principal	Summer and Fall 2019	(L)BISD Policy and Procedures, (L)Eduhero	10/07/19 - Completed (S)
2. Provide orientation to staff to increase the understanding of identification and dyslexia instruction. (Title I SW Elements: 1.1) (Target Group: Dys) (Strategic Priorities: 2)	Director of Special Programs	Teacher Required Training		08/12/19 - Completed (S)
3. Training of special education teachers in dyslexia instruction. (Title I SW Elements: 1.1) (Target Group: Dys) (Strategic Priorities: 2)	Director of Special Education, Director of Special Programs	August 2019	(F)Title IIA Principal and Teacher Improvement, (L)Region 7 ESC, (S)Reading By Design	10/07/19 - Completed (S)
4. Support the campus RTI team in analyzing assessment data. (Title I SW Elements: 1.1,2.5) (Target Group: Dys) (Strategic Priorities: 2)	Counselor(s), Director of Special Programs, Dyslexia Teachers, Principal, RTI Teachers, Teacher(s)	Nine weeks reporting periods	(L)DMAC, (L)Success Ed	01/30/20 - On Track
5. Communicate with parents concerning progress and program of identified dyslexic students by providing a progress report each 9 week. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: Dys) (Strategic Priorities: 2)	Director of Special Programs, Dyslexia Teachers	9 week reporting periods	(L)Dyslexia Parent Nights, (L)Parent Information, (L)Parent/Teacher Conferences, (L)Progress Reports	01/06/20 - Discontinued 11/04/19 - Some Progress
6. Professional development for dyslexia teachers. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: Dys) (Strategic Priorities: 2)	Director of Special Programs, Dyslexia Teachers, Principal	2019-2020 School Year	(L)Region 7 ESC, (L)Wilson Language , (S)Dyslexia State Conference	09/20/19 - Significant Progress 09/06/19 - Significant Progress

# BULLARD ISD

**Goal 2.** (Communication) Communicate and collaborate with all stakeholders.

**Objective 1.** (Parent/Community Involvement) Encourage and increase parent and community involvement for all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support programs on each campus for parent and community participation. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Deputy Superintendent, Director of Human Resources, Director of Security and Safety, Director of Special Education, Director of Special Programs, Director of Teaching and Learning, Director of Technology, Principal	2019-2020 School Year	(L)Dyslexia Parent Nights, (L)ESL Family Night, (L)Parent Involvement, (L)Parent Involvement Meetings, (L)Title I Parent Meetings	12/12/19 - Some Progress
2. Support and provide various models of communications for parents and community. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)	Deputy Superintendent, Director of Technology, Principal, Public Relations Coordinator	2019-2020 School Year	(L)District Instructional Newsletter, (L)Facebook, (L)Newsletters, (L)Parent email, (L)Parent Information, (L)PeachJar, (L)Remind 101, (L)Webpage, (O)Blackboard Messenger	01/30/20 - On Track

# BULLARD ISD

**Goal 2.** (Communication) Communicate and collaborate with all stakeholders.

**Objective 2.** (Program Compliance and Staff Support) Support staff to ensure compliance and program effectiveness for Special Education, Federal/State programs, and state mandates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide and support the understanding of legalities and TEA mandates associated with Special Programs, Special Education and Dyslexia. (Title I SW Elements: 1.1,2.6) (Target Group: All)	Deputy Superintendent, Director of Special Education, Director of Special Programs, Principal	2019-2020 School Year	(F)ESSA, (L)BISD Policy and Procedures, (L)Operating Guidelines, (L)Principal/Teacher Conference, (L)Region 7 ESC, (S)TEA guidelines/website, (S)THEO	12/12/19 - On Track 10/07/19 - Significant Progress 09/20/19 - Significant Progress 09/04/19 - Some Progress 08/05/19 - Some Progress
2. Evaluate special programs including instructional designs that serve special populations. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Director of Special Education, Director of Special Programs, Director of Teaching and Learning	Grade reporting periods	(F)Title I, (L)ESL Progress Reports, (L)Progress Reports, (L)Report Cards, (S)State Comp Ed	12/12/19 - Some Progress

# BULLARD ISD

**Goal 2.** (Communication) Communicate and collaborate with all stakeholders.

**Objective 3.** (College and Career Opporuntities) Inform parents/students concerning college and career opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support campuses in communication of opportunities for students to participate in advanced classes, college test prep and financial aid applications. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), PRIDE Coordinator, Principal	2019-2020 School Year	(L)ACT/SAT Curriculum Prep Class, (L)AP Teacher Training, (L)Career Cruising, (L)Community College and Universities, (L)Higher Education Information, (L)Programs Career Information, (L)TJC, (L)Vocational Certifications	11/06/19 - Significant Progress 10/24/19 - Pending
2. Support and encourage all campuses to promote and provide awareness of college and career opportunities through a variety of programs and initiatives. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), PRIDE Coordinator, Principal	2019-2020 School Year	(L)Career Cruising, (L)College Visitations, (L)College/Career Fairs, (L)Community College and Universities	



# BULLARD ISD

**Goal 3.** (Technology) Transform through technology

**Objective 1.** (Technology Integration) Increase BISD technology integration on all campuses for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve, enhance, and replace the MS and HS 1:1 Chromebook Initiative (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Director of Technology, Principal, Technology Staff	Summer 2020	(L)District funding 410, (L)Teaching and Learning, (L)Technology Director	02/04/20 - On Track
2. Use instructional technology staff to support teachers in the implementation of innovative technology usage. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Director of Teaching and Learning, Technology Staff	2019-2020 School Year	(L)TCEA, (L)Teaching and Learning, (L)Technology Director	10/24/19 - Pending 10/24/19 - Pending
3. Introduction and implementation of Google tools at all levels. (Target Group: All)	Teacher(s), Technology Staff	2020-2021 School Year	(L)Curriculum Staff, (L)Local Professional Development, (L)Region 7 ESC, (L)TCEA, (L)Technology Staff	02/04/20 - On Track (S)

# BULLARD ISD

**Goal 4.** (Security) Secure and ensure a safe learning environment.

**Objective 1.** (Employment of Personnel) BISS will employ the necessary personnel to keep schools, students, and staff safe.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue employment of BISS Police Department and Director of School Safety (Title I SW Elements: 1.1) (Target Group: All)	Superintendent(s)	2019-2020 School Year	(L)BISS Policy and Procedures, (L)Texas Commission on Law Enforcement	10/24/19 - Completed
2. Cooperate with local, county, and state law enforcement agencies. (Title I SW Elements: 1.1) (Target Group: All)	District Police Chief, Superintendent(s)	2019-2020 School Year	(L)Bullard Police Dept, (L)Cherokee County Sheriff's Office, (L)Dept. of Public Safety, (L)Private security firms, (L)Smith County Sheriff's Office	10/24/19 - Completed

# BULLARD ISD

**Goal 4.** (Security) Secure and ensure a safe learning environment.

**Objective 2.** (Safe Environment Training) Train students and staff on how to maintain a safe environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop training based on the Standard Response Protocol as recommended by the Texas School Safety Center. (Target Group: All)	Campus and district administrators, Director of Security and Safety	2019-2020 School Year	(L)ALICE, (L)Texas School Safety Center, (S)TASB	11/05/19 - Significant Progress 10/10/19 - Significant Progress 09/11/19 - On Track
2. Provide drug awareness sessions. (Title I SW Elements: 1.1) (Target Group: All)	Campus and district administrators, Counselor(s), Director of Student Safety, District Police Chief	2019-2020 School Year	(L)Area intervention resources, (L)Cherokee County Crisis Center, (L)Medical centers	11/07/19 - Some Progress
3. Continue the district's anti-bullying program. (Title I SW Elements: 2.1) (Target Group: All)	Assistant Superintendent(s), Counselor(s), District Police Chief, Principal	2019-2020 School Year	(L)Cherokee County Crisis Center, (L)H.S. Student Council, (L)Region 7 ESC	11/07/19 - Some Progress
4. Create and implement a district internet safety program. (Title I SW Elements: 1.1) (Target Group: All)	Campus and district administrators, Counselor(s), Director of Technology, Technology Staff	2019-2020 School Year	(L)Cherokee County Crisis Center, (L)Guest speakers, (L)Online Curriculum, (L)Region 7 ESC	
5. Provide dating/violence awareness information to MS and HS students that includes resources on mental health issues. (Title I SW Elements: 3.1) (Target Group: 7th, 8th, 9th, 10th, 11th, 12th)	Counselor(s), Director of Special Education, Principal	Spring 2020	(F)Just Say Yes - Youth Equipped to Succeed, (F)Title IV Safe and Drug Free, (L)Cherokee County Crisis Center, (L)Guest speakers, (L)Region 7 ESC	12/12/19 - Some Progress
6. Add Standard Response Protocol descriptive icons to each staff identification/key-card. (Target Group: All)	Director of Security and Safety, Director of Technology			11/05/19 - Completed
7. Deploy barricade devices in all classrooms and most lockable common areas (Target Group: All)	Director of Security and Safety, Executive Director of Operations	Fall 2019		10/28/19 - Completed
8. Train all staff on stop-the-bleed and CPR	Director of Security and Safety	by Jan 2020		10/21/19 - Significant Progress 10/10/19 - On Track 09/11/19 - Some Progress 08/14/19 - Some Progress
9. Deploy bleeding control kits in all classrooms, lockable common areas, and in all district transportation vehicles used to transport students. (Target Group: All)	Director of Security and Safety	Oct 2019		10/28/19 - Completed

# BULLARD ISD

**Goal 4.** (Security) Secure and ensure a safe learning environment.

**Objective 2.** (Safe Environment Training) Train students and staff on how to maintain a safe environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Train all teachers and administrators on teen dating violence. (Title I SW Elements: 1.1) (Target Group: All)	Director of Human Resources	2019-2020 School Year	(L)Director of Human Resources, (L)Eduhero	11/21/19 - On Track

# BULLARD ISD

**Goal 4.** (Security) Secure and ensure a safe learning environment.

**Objective 3.** (Security of Buildings) Secure all buildings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain and evaluate video surveillance cameras in all areas. (Target Group: All)	Director of Security and Safety, Director of Technology, District Police Chief, Technology Operations	2019-2020 School Year	(L)Board of Trustees, (L)Local funding	10/24/19 - On Track
2. Continue keyless entry system on each exterior door. (Target Group: All)	Director of Security and Safety, Director of Technology, Technology Operations	2019-2020 School Year	(L)Board of Trustees, (L)Local funding	11/05/19 - Completed
3. Driver's license check of all visitors entering campus facilities. (Target Group: All)	Campus clerical staff, Principal	2019-2020 School Year	(L)Raptor driver's license check	10/24/19 - Significant Progress
4. Continue the fencing security system throughout the district.	Deputy Superintendent, Director of Security and Safety, District Police Chief	2019-2010 School Year		10/24/19 - Some Progress

# BULLARD ISD

**Goal 4.** (Security) Secure and ensure a safe learning environment.

**Objective 4.** (Mental Health) BISD will put in place best practices to promote mental health awareness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of Next Step Counseling Services (Title I SW Elements: 1.1,2.2,2.3,2.6) (Target Group: All)	Counselor(s), Deputy Superintendent, PRIDE Coordinator, Principal	2019-2020		10/24/19 - On Track

# BULLARD ISD

**Goal 4.** (Security) Secure and ensure a safe learning environment.

**Objective 5.** (SB 1707) BISD will adhere to the requirements of SB 1707

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bullard Police Department will follow the guidelines set forth by SB 1707. (Target Group: All)	District Police Chief	2019-2020		

# BULLARD ISD

**Goal 5.** (Recruit and Retain) Recruit and Retain Highly Effective Staff

**Objective 1.** (Recruiting) Recruit highly effective teachers and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide information to administrators to use while in the interviewing process and follow state certification guidelines to comply with ESSA. (Target Group: All) (Strategic Priorities: 1)	Director of Human Resources, Principal	2019-2020 School Year	(S)TEA guidelines/website	10/11/19 - Completed
2. Complete highly qualified status forms upon employment of paraprofessionals.	Director of Human Resources, HR Administrative Assistant	2019-2020 School Year	(L)Highly Qualified Forms, (S)TEA guidelines/website, (S)TEA Materials	10/11/19 - Completed
3. Attend university and college job fairs to recruit teachers.	Director of Human Resources, HR Administrative Assistant	Fall 2019 and Spring 2020	(L)Community College and Universities, (L)Region 7 ESC	01/30/20 - On Track
4. Continue use of Talent Ed for application and hiring procedures.	Director of Human Resources, HR Administrative Assistant	2019-2020 School Year	(L)Webpage	10/11/19 - On Track



# BULLARD ISD

**Goal 5.** (Recruit and Retain) Recruit and Retain Highly Effective Staff

**Objective 2.** (Retaining) Retain highly effective staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish an effective mentoring system in order to retain highly effective staff. (Strategic Priorities: 1)	Director of Human Resources, Director of Teaching and Learning, Principal	2019-2020 School Year	(L)Region 7 ESC	10/24/19 - Significant Progress 08/30/19 - Significant Progress
2. Continue to analyze means to pay competitive salaries for teachers and staff. (Strategic Priorities: 1)	Deputy Superintendent, Director of Human Resources, Superintendent(s)	Spring 2020		08/12/19 - Some Progress
3. Partner with alternative education certification programs. (Target Group: All) (Strategic Priorities: 1)	Director of Human Resources, HR Administrative Assistant, Principal	2019-2020 School Year	(L)I Teach Texas, (L)Teach for Texas	10/11/19 - Significant Progress
4. Schedule and provide high-quality professional development in district. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Deputy Superintendent, Director of Human Resources, Director of Special Education, Director of Special Programs, Director of Teaching and Learning	2019-2020 School Year		01/30/20 - On Track 01/30/20 - On Track 10/24/19 - Significant Progress 10/24/19 - Significant Progress 10/01/19 - Significant Progress 09/01/19 - Significant Progress 09/01/19 - Significant Progress

# Resources

Resource	Source
Carl Perkins	Federal
IDEA Special Education	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IV Safe and Drug Free	Federal
State Comp Ed	State

**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	LEA and ESC Migrant Contacts	September, 2019 and April, 2020	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	LEA and ESC Migrant Contacts	September, 2019 and April, 2020	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

**Strategy 2: Identification and Recruitment Process** ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families by conducting family surveys during school registration and throughout the year.	BISD and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	BISD and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	BISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

**Identification and Recruitment  
Action Plan 2019-2020**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2019- November 1, 2019. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

**Identification and Recruitment  
Action Plan 2019-2020**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2020	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2020	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

**Strategy 3: Family and Community Relations and Coordination** Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

**Identification and Recruitment  
Action Plan 2019-2020**

<b>Required Activities</b>	<b>Activity</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and BISD	September - October 2019	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and BISD	November, 2018	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and BISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and BISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form





## Texas Equity Plan Success Criteria

This tool is designed to be used by LEAs as they revise the 17-18 Equity Plans for 18-19 submission. Ideally, LEAs will demonstrate effectiveness with each of the success criteria. Additionally, ESC Equity Leads can use this tool to support and guide LEAs in their Equity Plan improvement efforts.

### Step 1: Engaging and Communicating with Stakeholders

- Provides evidence throughout equity plan that multiple stakeholders were involved in development of process

### Step 2: Reviewing and Analyzing Data

- Calculates equity gaps for percentages of out-of-field and inexperienced teachers for both low-income and students of color in a clear and correct manner utilizing previous year's data
- Defines effective teaching using appropriate, measurable data including teaching performance, student learning and student engagement
- Provides qualitative conclusion(s) on the effective teaching equity gap calculation that is directly aligned to the district definition of effective teaching

### Step 3: Conducting a Root Cause Analysis

- Provides a problem statement that is aligned to the findings in the equity gap analysis of out-of-field, inexperienced, or effective teaching
- Provides a problem statement with a focus on the challenge of attracting, supporting, or retaining effective, experienced, and in-field teachers in the highest need campuses serving low-income and students of color
- Provides at least one root cause that is aligned to the problem statement as it relates to attracting, supporting and retaining excellent teachers
- Completes Step 3 column on the progress monitoring template with root cause(s)

### Steps 4: Selecting Strategies

- Selects strategies that are directly aligned to the root cause analysis
- Selects strategies that are measurable and evidence-based
- Selects strategies that are viable within district's specific context
- Completes Step 4 column on the progress monitoring template with selected strategies

### Step 5: Planning for Implementation

- Selects benchmarks that are directly aligned to the selected strategies
- Selects benchmarks that are viable within district's specific context
- Selects benchmarks that are measurable
- Completes all Step 5 columns on the progress monitoring template with benchmarks



# Putting It All Together: Roadmap Overview and Reporting Template

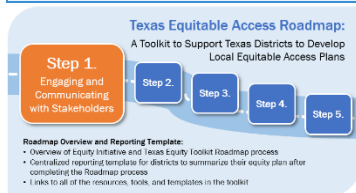
## Instructions

Please complete each field below. A district leader or staffer who was strongly involved with the equity work your district undertook while completing the five tools of this toolkit should complete this template with the support from the overall equity planning team. Each section of the reporting template can be filled in by copying and pasting the information from the end of each step in the toolkit.

If you have any questions, please reach out to the Equity Toolkit lead at your local ESC.

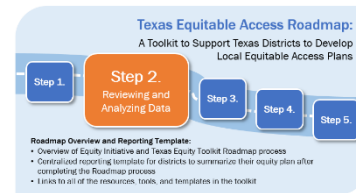
## District Reporting Template

District Name	Bullard Independent School District
County District Number (CDN)	212-902
Date	October 16, 2018
Name/E-mail of District Point Person	Cheryl Hendrix cheryl.hendrix@bullardisd.net



## Results of Step 1. Engaging and Communicating with Stakeholders

Note that TEA does not require districts to report the outcomes of their stakeholder engagement planning. Your team may move forward to Step 2 to begin reporting the outcomes of your district’s equity plan development.



## Results of Step 2. Reviewing and Analyzing Data

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Reviewing and Analyzing Data Efforts Into Your Roadmap Reporting Template” from the **Step 2. Reviewing and Analyzing Data** tool. Please transfer the information from the end of Step 2 into the spaces below.

Districts with four or more campuses should complete Table A. Districts with three or fewer campuses should complete Table B. All districts also must respond to the two questions following Table B on your district’s definition of effective teaching.

**Table A. Districts with Four or More Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers**

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
<b>Equity Gap Calculations: Low-Income Students</b>			
A	High-poverty quartile	6	0
B	Low-poverty quartile	9	0
C	<b>District equity gap:</b> High-poverty quartile minus low-poverty quartile (row A–row B)	-3	0
D	State average <sup>a</sup>	14.4	8.95
E	<b>State equity gap:</b> High-poverty quartile minus state average (row A–row D)	-8.4	-8.95
<b>Equity Gap Calculations: Students of Color</b>			
F	High-minority quartile	3.84	0
G	Low-minority quartile	12.5	0
H	<b>District equity gap:</b> High-minority quartile minus low-minority quartile (row F–row G)	-8.66	0
I	<b>State equity gap:</b> High-minority quartile minus state average (row F–row D)	-10.56	-8.95

<sup>a</sup> State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit [website](#).

## What is your district's definition of effective teaching?

In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

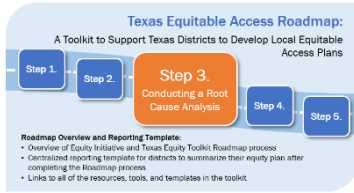
### Our District's Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
<b><i>Selected data to measure teaching performance:</i></b>	<b><i>Selected data to measure student learning</i></b>	<b><i>Selected data to measure student engagement:</i></b>
TTESS	CLI, STAAR, TPRI, EOC, Running Records, TELPAS, Checkpoints	Discipline Referrals/Teacher Student Attendance
<b><i>Definition of effective teaching using these data</i></b>	<b><i>Definition of effective teaching using these data</i></b>	<b><i>Definition of effective teaching using these data</i></b>
Proficient Better	Student Growth On-level Performance	High Attendance Rate Low Discipline Referrals

After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?

We continue to find, based on data, that we do not have equity gaps. We are a district with 2 grade levels per campus with single campus grade levels.

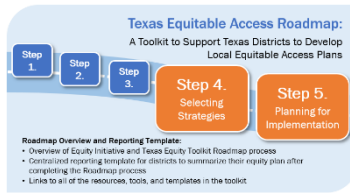
The district will continue to put steps in place to ensure effective teachers for all students at all grade levels. Plans are in place to continue improvement of effective teaching and engagement.



## Results of Step 3. Conducting a Root Cause Analysis

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Conducting a Root Cause Analysis Efforts Into Your Roadmap Reporting Template” section of your RCA tool and transfer the information to the following spaces.

Problem Statement:		
Bullard ISD has highs and lows in percentage of inexperienced teachers. BISD needs a low consistent percentage of inexperienced teachers at all campuses.		
Root Causes as They Relate to ATTRACTING Excellent Teachers	Root Causes as They Relate to SUPPORTING Excellent Teachers	Root Causes as They Relate to RETAINING Excellent Teachers
Pay scale compared to neighboring districts	Lack of instructional coaches	Pay scale compared to neighboring districts
Small/rural community	Need for more professional development funds/resources	High turnover in High School leadership
Turnover in teacher/coaches	Need of classroom resources	No employment opportunities for spouses



## Results of Steps 4 and 5. Selecting Strategies and Planning for Implementation

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Selecting Strategies Efforts Into Your Roadmap Reporting Template” section of your Selecting Strategies tool and Planning for Implementation tool.

Complete the following tables by first listing your district’s long-term outcomes. These are your high-level goals that should occur in the next 2–5 years if your strategies are successful. Then, list the strategies your district will implement to address the root causes of the equity gaps in your district.

Long-Term Outcomes (from Step 5):

To put in place plans that will help retain teachers at all levels.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
Pay scale	Retention incentives  Pay raises	Stay/Retention Surveys	Increase teacher pay scale  Stipends for at risk departments	Increase the number of retained teachers
Small/Rural community	Competitive salaries	Continue to monitor	Seek outside support for staff, i.e. Region ESC	Retain quality teachers
Turnover in teachers/coaches	Administrative support	Specific/customized needs based professional development	Provide resources to support needs based training	Instruction coaches on campuses

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)

Use this box to provide any additional insights you learned from completing this process or provide any additional information you think is necessary to understanding your plan.





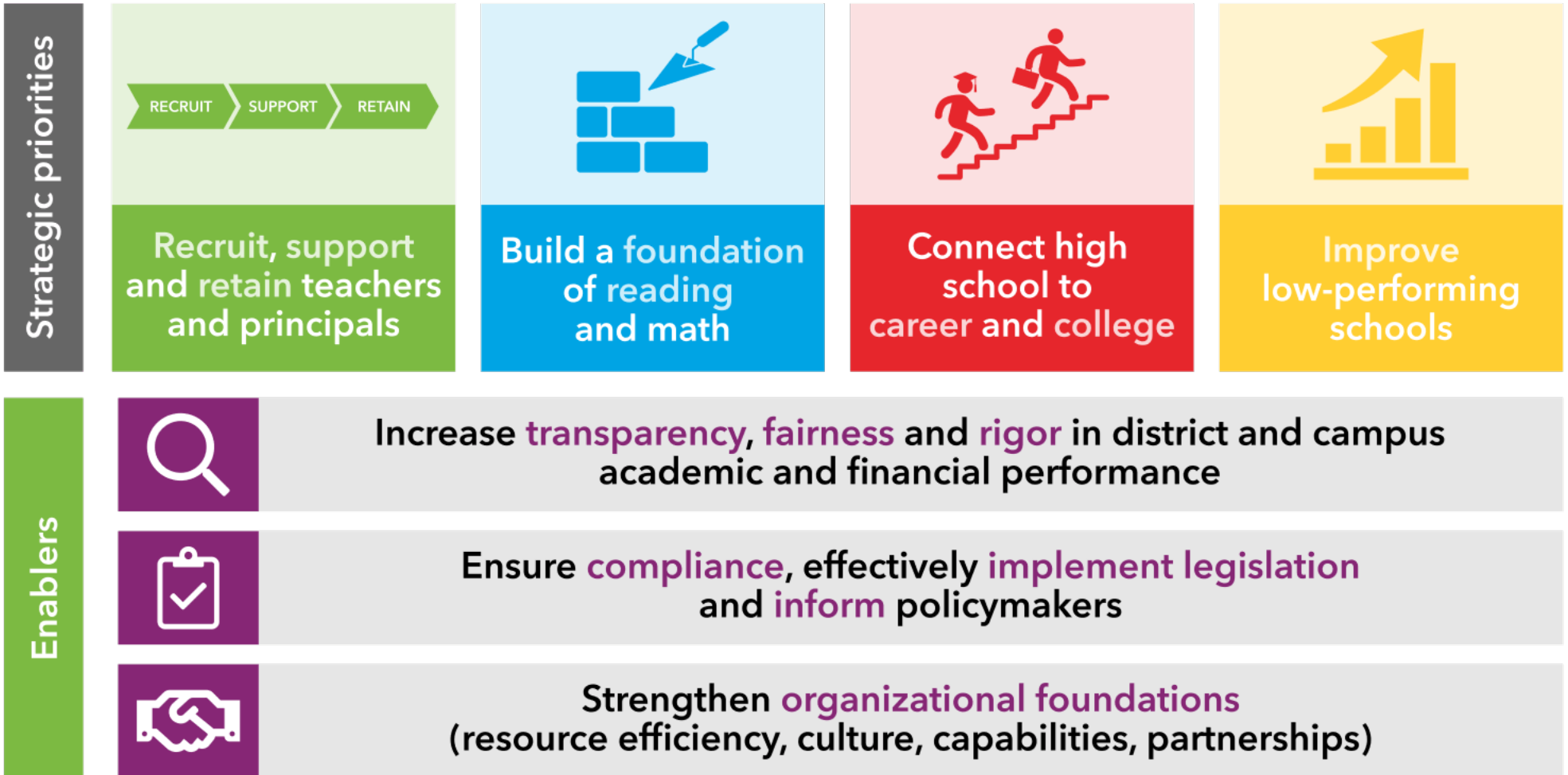
# Appendix

## List of Resources to Support Local Equity Plan Development, by Topic Area

Topic Area	Resource and Link to Access Resource
<b>Every Student Succeeds Act (ESSA)</b>	<ul style="list-style-type: none"> <li>Information from the U.S. Department of Education (ED) (<a href="http://www.ed.gov/essa?src=rn">http://www.ed.gov/essa?src=rn</a>).</li> <li>Information on equity as it relates to states is included in section (1111(g)(1)(B)).</li> <li>Information on equity as it relates to districts is included in section (1112(b)(2)).</li> </ul>
<b>Equity Plans</b>	<ul style="list-style-type: none"> <li>State Equity Plans—plans submitted by all of the states to ED in 2015 (<a href="https://www2.ed.gov/programs/titleiparta/resources.html">https://www2.ed.gov/programs/titleiparta/resources.html</a>).</li> <li>Texas 2015 Equity Plan (<a href="http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I_Part_A_-_Improving_Basic_Programs/State_Plan_To_Ensure_Equitable_Access_to_Excellent_Educators/">http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I_Part_A_-_Improving_Basic_Programs/State_Plan_To_Ensure_Equitable_Access_to_Excellent_Educators/</a>).</li> </ul>
<b>Engaging and Communicating with Stakeholders</b>	<ul style="list-style-type: none"> <li>The Center on Great Teachers and Leaders (GTL Center) has developed sample stakeholder engagement meeting agendas for various formats (<a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc</a>).</li> <li>Communications planning resource from the GTL Center (<a href="http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf">http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf</a>).</li> <li>Developing key messages—Ideas and suggestions from the GTL Center (<a href="http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf">http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf</a>).</li> <li>Gathering stakeholder feedback with a feedback form from the GTL Center that districts can use or repurpose (<a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc</a>).</li> </ul>
<b>Reviewing and Analyzing Data</b>	<ul style="list-style-type: none"> <li>ED definition of “out-of-field” teachers (<a href="https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html">https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html</a>).</li> <li>Best practices in defining an “ineffective” teacher. Resource from the GTL Center <i>Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide</i> (<a href="http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf">http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf</a>).</li> <li>The reference above also helps guide consideration of the role district resources, including time, money, and educator engagement, play in the decision-making process in defining effective teaching.</li> <li>Texas Data Checklist (list of data elements available to most districts in Texas; LINK TBD).</li> <li>Data from the Public Education Information Management System (PEIMS) (2015–2016) sources. Code tables available at <a href="http://ritter.tea.state.tx.us/peims/standards/weds/">http://ritter.tea.state.tx.us/peims/standards/weds/</a>.</li> <li>Definition of person of color—New Oxford American Dictionary (2015) definition is a person of color is a person who is not White or of European parentage (<a href="https://en.oxforddictionaries.com/definition/us/person_of_color">https://en.oxforddictionaries.com/definition/us/person_of_color</a>).</li> <li>The PEIMS 110 record includes an “at-risk indicator code.” This code indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria that are based on whether the student meets one or more of 13 criteria. For more information, please visit <a href="http://ritter.tea.state.tx.us/peims/standards/weds/">http://ritter.tea.state.tx.us/peims/standards/weds/</a>.</li> <li>Chronic absenteeism refers to excessive absences during the school year while truancy refers to a certain number or certain frequency of unexcused absences. In Texas, chronic absenteeism generally refers to a student who is absent for 10% or more of the days school is offered (see Texas. Education Code §25.092; <a href="http://www.statutes.legis.state.tx.us/?link=ED">http://www.statutes.legis.state.tx.us/?link=ED</a>). Truant conduct is defined as failing to attend school without an excuse on 10 or more days or parts of days within a 6-month period in the same school year (see Texas Family Code §65.003(a); <a href="http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm">http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm</a>).</li> </ul>

Topic Area	Resource and Link to Access Resource
	<ul style="list-style-type: none"> <li>• Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., &amp; Theobald, R. (2014). <i>Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students</i> (CEDR Working Paper 2014-14). Seattle: University of Washington. Retrieved from <a href="http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf">http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf</a>.</li> </ul>
<b>Conducting a Root Cause Analysis</b>	<ul style="list-style-type: none"> <li>• Problems of Practice Related to Talent Management—As districts explore the root causes of their equity gaps, it may be helpful to carefully examine current talent management strategies, policies, and practices and consider how they may be supporting or hindering equitable access. The following GTL Center resources and tools can help districts as they consider how their current approaches support attracting, supporting, and retaining excellent educators in their highest need campuses. <ul style="list-style-type: none"> <li>– Talent Development Framework (<a href="http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf">http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf</a>).</li> <li>– Creating Coherence and Alignment Tool (<a href="http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf</a>).</li> <li>– Talent Management Strategies: Districts Self-Assessment Checklist (<a href="https://easn.grads360.org/#communities/pdc/documents/12611">https://easn.grads360.org/#communities/pdc/documents/12611</a>).</li> </ul> </li> <li>• After conducting a root cause analysis, districts may want to collect feedback from participants/stakeholders. Your district may develop its own feedback form, or you could choose to use or adapt an existing feedback form like the one developed by the GTL Center available at <a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc</a>.</li> </ul>
<b>Selecting Strategies</b>	<ul style="list-style-type: none"> <li>• How to select strategies to address equity gaps—The GTL Center’s Research-Supported Implementation Tips for Equitable Access Plan Strategies resource (<a href="http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf">http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf</a>).</li> <li>• Reviewing existing strategies may prompt some districts to consider a more comprehensive review of the alignment and coherence of their district’s policies and practices. The resources below can assist those efforts. <ul style="list-style-type: none"> <li>– Talent Development Framework (<a href="http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf">http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf</a>).</li> <li>– Creating Coherence and Alignment Tool (<a href="http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf</a>).</li> <li>– Talent Management Strategies: Districts Self-Assessment Checklist (<a href="https://easn.grads360.org/#communities/pdc/documents/12611">https://easn.grads360.org/#communities/pdc/documents/12611</a>).</li> </ul> </li> </ul>
<b>Planning for Implementation</b>	<ul style="list-style-type: none"> <li>• Developing a logic model. Although a formal logic model is not required when planning for implementing your district strategies, it might be helpful to create one, especially if you are using many strategies. Logic model development resources are available from: <ul style="list-style-type: none"> <li>– The Kellogg Foundation (<a href="https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide">https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</a>).</li> <li>– Regional Education Laboratory Northeast and Islands (<a href="http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html">http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html</a>).</li> </ul> </li> <li>• If you need help generating a list of common barriers, you can refer to the GTL Center’s Monitoring Tool for a list of common barriers (<a href="http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf</a>).</li> </ul>

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*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*