

# **Bastrop Independent School District**

## **Bastrop Middle**

### **2024-2025 Goals/Performance Objectives/Strategies**



# Mission Statement

To foster a growth mindset in a collaborative and inclusive environment, empowering students to achieve academic excellence and make a positive impact in the world.

## Vision

At Bastrop Middle School, we strive to create an environment where integrity, effort, attitude, and respect are the foundation of our community. We envision a campus where:

- Integrity guides our actions, fostering a culture of honesty and trust.
- Effort is celebrated, encouraging every student to pursue excellence and resilience.
- Attitude is positive and supportive, cultivating a love for learning and personal growth.
- Respect is paramount, ensuring a safe, inclusive, and collaborative environment for all.

Together, we empower our students to become compassionate, responsible, and driven individuals, ready to make a positive impact in the world.

## Core Beliefs

**Consistent Effort:** BMS will support high expectations and consistent effort through a growth mindset.

**Collaboration:** BMS will achieve success through open and honest communication and collaboration.

**Critical Thinking:** BMS will improve critical thinking and problem solving through literacy development in all content areas.

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# Goals

**Goal 1:** Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** By May 2025, increase the percentage of students at Meets Grade Level on STAAR math from 34% to 47% and STAAR Reading from 40% to 53%.

**Evaluation Data Sources:** 2025 Accountability Data, STAAR Interim assessment, District Curriculum Assessments, MAP Growth data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> We will utilize data-driven decision-making when scheduling students in intervention classes for reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention will have a direct impact on student achievement, especially students identified as at-risk. Reteach/review opportunities will help ensure access for all students to achieve grade level content. Data tracking tools will assist teachers in monitoring and adjusting instruction to address student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Superintendent Goals:</b> SG 1</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> We will address identified campus needs and monitor growth of all students during Bear Time through the implementation of small group pull-outs, MyPath Reading and Math, daily reading opportunities, weekly writing opportunities (ECR, SCR) for all content areas, and data-tracking and discussion with students each Friday.</p> <p><b>Strategy's Expected Result/Impact:</b> Data tracking tools will increase student ownership of their progress and goal setting will teach students strategies for improvement. With consistent usage of MyPath Reading and Math, all students will show growth on MAP assessments from BOY to MOY to EOY. Students' writing will improve through the implementation of weekly writing opportunities in all content areas using the CCC method followed by immediate feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 1</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> All teachers at Bastrop Middle School will implement the 2024-2025 Instructional Priorities (Academic Conversations, Explicit Vocabulary Instruction, and Writing Across the Curriculum) on a regular basis by embedding opportunities within their daily lesson plans each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the implementation of Instructional Priorities, teachers will have immediate feedback of students' understanding of the academic concepts and skills. Implementation of these instructional strategies will increase student engagement and ensure that all students are held accountable for the day's learning objectives. The Instructional Priorities increase rigor of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 1</p>	Formative		Summative
	Nov	Feb	Apr



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 2:** By May 2025, implement High-Quality Instructional Materials aligned to Math, Literacy, and Science Frameworks with 85% fidelity.

**Evaluation Data Sources:** BISD Walkthrough Form, CBPL agendas, coaching cycles

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Regularly monitor the usage and implementation of provided Reading, Math, and Science HQIM through increased CBPL support and walkthroughs with immediate feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of implementation ensures consistency across grade level teams and equitable opportunities to all students to access and achieve grade level content. Utilization of HQIM increases teacher content knowledge, teaching capacity, and efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Specialists, CBPL leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:</b> SG 1</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Through consistent adherence to the district CBPL process and agendas, we will ensure teachers have sufficient collaborative planning time for internalizing lessons, student work analysis, regular data tracking of growth, and identifying areas for targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient CBPL planning time ensures that all teachers are prepared for delivering instructional lessons and responding to student misconceptions or lack of mastery, which will result in improved Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Specialists, CBPL leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:</b> SG 1</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Enhance professional learning with opportunities for teachers to visit/observe model classrooms, that successfully blend the teaching of academic content and research-based instructional best practices using HQIM.</p> <p><b>Strategy's Expected Result/Impact:</b> Through professional learning opportunities, teachers will feel supported and knowledgeable of their content and instructional strategies. Teacher effectiveness and efficacy will improve, resulting in increased student learning and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Specialists, CBPL leads, Mentors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 1</p>	Formative		Summative
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**Goal 1:** Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 3:** By May 2025, the percent of all students attaining academic achievement growth at all levels will increase by 12%.

**Evaluation Data Sources:** 2025 Accountability Data, STAAR Interim assessment, District Curriculum Assessments, MAP Growth data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> We will utilize data-driven decision-making when scheduling students in intervention classes for reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention will have a direct impact on student achievement, especially students identified as at-risk. Reteach/review opportunities will help ensure access for all students to achieve grade level content. Data tracking tools will assist teachers in monitoring and adjusting instruction to address student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Superintendent Goals:</b> SG 1</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> We will address identified campus needs and monitor growth of all students during Bear Time through the implementation of small group pull-outs, MyPath Reading and Math, daily reading opportunities, weekly writing opportunities (ECR, SCR) for all content areas, and data-tracking and discussion with students each Friday.</p> <p><b>Strategy's Expected Result/Impact:</b> Data tracking tools will increase student ownership of their progress and goal setting will teach students strategies for improvement. With consistent usage of MyPath Reading and Math, all students will show growth on MAP assessments from BOY to MOY to EOY. Students' writing will improve through the implementation of weekly writing opportunities in all content areas using the CCC method followed by immediate feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 1</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> All teachers at Bastrop Middle School will implement the 2024-2025 Instructional Priorities (Academic Conversations, Explicit Vocabulary Instruction, and Writing Across the Curriculum) on a regular basis by embedding opportunities within their daily lesson plans each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the implementation of Instructional Priorities, teachers will have immediate feedback of students' understanding of the academic concepts and skills. Implementation of these instructional strategies will increase student engagement and ensure that all students are held accountable for the day's learning objectives. The Instructional Priorities increase rigor of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 1</p>	Formative		Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** By May 2025, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.





Emergent Bilingual: Math: 62%, Reading: 57%

Special Education: Math: 50%, Reading: 43%

Economically Disadvantaged: Math: 62%, Reading: 58%

**Evaluation Data Sources:** 2025 Accountability Data, District Curriculum Assessments

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Regularly monitor the usage and implementation of provided Reading, Math, and Science HQIM through increased CBPL support and walkthroughs with immediate feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of implementation ensures consistency across grade level teams and equitable opportunities to all students to access and achieve grade level content. Utilization of HQIM increases teacher content knowledge, teaching capacity, and efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Specialists, CBPL leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:</b> SG 2</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Through consistent adherence to the district CBPL process and agendas, we will ensure teachers have sufficient collaborative planning time for internalizing lessons, student work analysis, regular data tracking of growth, and identifying areas for targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient CBPL planning time ensures that all teachers are prepared for delivering instructional lessons and responding to student misconceptions or lack of mastery, which will result in improved Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Specialists, CBPL leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:</b> SG 2</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Enhance professional learning with opportunities for teachers to visit/observe model classrooms, that successfully blend the teaching of academic content and research-based instructional best practices using HQIM.</p> <p><b>Strategy's Expected Result/Impact:</b> Through professional learning opportunities, teachers will feel supported and knowledgeable of their content and instructional strategies. Teacher effectiveness and efficacy will improve, resulting in increased student learning and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Specialists, CBPL leads, Mentors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 2</p>	Formative		Summative
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**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** By May 2025, increase the percentage of Emergent Bilingual students showing growth on Texas English Language Proficiency Assessment System (TELPAS) from 27% to 50%.

**Evaluation Data Sources:** 2025 Accountability data, ECR/SCR data, Summit K12 data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> All teachers at Bastrop Middle School will implement the 2024-2025 Instructional Priorities (Academic Conversations, Explicit Vocabulary Instruction, and Writing Across the Curriculum) on a regular basis by embedding opportunities within their daily lesson plans each week.</p> <p><b>Strategy's Expected Result/Impact:</b> BMS 24-25 instructional priorities support sheltered instruction of our EB students and provide increased opportunities for speaking, writing, and explicit vocabulary instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District EB Specialist, CBPL leads, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 2</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> We will utilize TELPAS and STAAR data when scheduling EB students in intervention classes for reading and math, EB Reading Enrichment, and Bear Time pull-out groups for Summit K12 and FlipGrid.</p> <p><b>Strategy's Expected Result/Impact:</b> EB students will have small group opportunities for listening, speaking, reading and writing during Bear Time in order to increase English proficiency and build student confidence. By providing additional practice on Summit K12, FlipGrid and other online platforms for students to respond to speaking prompts, students will be equipped with strategies to address speaking and writing prompts on TELPAS and feel comfortable speaking into the microphone on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Multilingual Dept, District EB Specialist, CBPL leads, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 2</p>	<b>Formative</b>		<b>Summative</b>
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Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Create a schedule for EB para to support newcomers in their core content classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Newcomers will have additional support outside of their ESL and ELLA classes to help with differentiation, scaffolding, sheltered instruction, and accommodations.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, EB para</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Superintendent Goals:</b> SG 2</p>	<b>Formative</b>		<b>Summative</b>
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**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 3:** By May 2025, 85% of staff members engaged in BISD professional development sessions will be prepared to apply new learning in a short time frame.

**Evaluation Data Sources:** Professional Learning Plan evaluation data gathered at district- or campus-based professional learning sessions.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Regularly monitor the usage and implementation of provided Reading, Math, and Science HQIM through increased CBPL support and walkthroughs with immediate feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of implementation ensures consistency across grade level teams and equitable opportunities to all students to access and achieve grade level content. Utilization of HQIM increases teacher content knowledge, teaching capacity, and efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Specialists, CBPL leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:</b> SG 2</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Enhance professional learning with opportunities for teachers to visit/observe model classrooms, that successfully blend the teaching of academic content and research-based instructional best practices using HQIM.</p> <p><b>Strategy's Expected Result/Impact:</b> Through professional learning opportunities, teachers will feel supported and knowledgeable of their content and instructional strategies. Teacher effectiveness and efficacy will improve, resulting in increased student learning and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, District Specialists, CBPL leads, Mentors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 2</p>	<b>Formative</b>		<b>Summative</b>
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Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Based off data from campus learning walks focused on the implementation of instructional priorities, develop and deliver just in time professional learning opportunities through a Lunch and Learn model. These opportunities are voluntary or assigned by admin/coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Through professional learning opportunities, teachers will feel supported and knowledgeable of instructional strategies. Teacher effectiveness and efficacy will improve, resulting in increased student learning and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 2</p>	<b>Formative</b>		<b>Summative</b>
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**Goal 3:** Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** By May 2025, increase student attendance from 93% to 94%.

**Evaluation Data Sources:** PEIMS Attendance Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Implement a written process for truancy prevention to monitor students with chronic absences or who are at risk of not meeting attendance requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> With real-time parent communication and accountability, attendance will increase and with improved attendance, students will receive the instruction needed to improve achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Attendance Clerk, Truancy Officers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Superintendent Goals:</b> SG 3</p>	<b>Formative</b>		<b>Summative</b>
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Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide training to staff on the district's attendance procedures regarding ADA requirements and assign Bear Time teachers the role of closely monitoring attendance of their advisory group and communicating attendance concerns with parents as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff training will result in increased accuracy in attendance reporting and improved outreach and communication to truant students and their families.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Attendance Clerk, Truancy Officers, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:</b> SG 3</p>	<b>Formative</b>		<b>Summative</b>
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**Strategy 3 Details**

**Reviews**

**Strategy 3:** Provide incentives for students with good attendance and provide increased opportunities for students to get involved on campus and connect with their peers.

**Strategy's Expected Result/Impact:** With incentives and opportunities to increase a sense of belonging, attendance will increase and with consistent attendance, students will receive the instruction needed to improve academic achievement.

**Staff Responsible for Monitoring:** Admin, Attendance Clerk, PBIS Committee, Club Sponsors

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:**

SG 3

**Formative**

**Summative**

**Nov**

**Feb**

**Apr**



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 3:** Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 2:** By May 2025, the percentage of students who receive disciplinary actions resulting in loss of classroom time will decrease by 5%.

**Evaluation Data Sources:** Skyward Discipline Reports

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The campus will provide ongoing classroom management and trauma-informed training along with built in time in the master schedule for the implementation of daily SEL lessons, to improve teacher-student and student-student relationships and student agency.</p> <p><b>Strategy's Expected Result/Impact:</b> SEL lessons will equip students with problem-solving, conflict-resolution, and self-regulation skills to eliminate minor classroom disruptions that can easily escalate.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 3</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide training on the BISD Classroom Decision-Making Guide and Discipline Matrix to ensure adherence to and consistency of classroom-managed behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their capacity to address minor infractions in the classroom, keeping students in the learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:</b> SG 3</p>	Formative		Summative
	Nov	Feb	Apr





Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Implement an alternative consequence for more disruptive behaviors, which result in lost learning time, where parents shadow their student either during the class of concern or throughout the day in order to keep students in Tier 1 instruction and support the student in correcting the behavior of concern.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see a decrease in the repetitive unwanted behavior, improved learning environment, and an increase in parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:</b> SG 3</p>	Formative		Summative
	Nov	Feb	Apr

**Goal 3:** Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** By May 2025, 80% of classrooms will regularly use at least three district-approved educational technology tools.

**Evaluation Data Sources:** Digital Learning aligned walkthrough data, BISD Walkthrough Form, CBPL Agendas

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Implement blended learning strategies to include station rotation model, goal-setting and conferencing.</p> <p><b>Strategy's Expected Result/Impact:</b> Blended learning strategies will increase student engagement and provide opportunities for reteach and differentiation within the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, CBPL leads, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 3</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide ongoing professional learning for teaching staff to effectively integrate technology into their instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Blended learning strategies will increase student engagement and provide opportunities for reteach and differentiation within the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, CBPL leads, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 3</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Develop Digital Learning Ambassadors where teachers support their peers in technology integration.</p> <p><b>Strategy's Expected Result/Impact:</b> Peer to peer professional learning opportunities will increase capacity to utilize technology and engage students with the implementation of blended learning.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs, CBPL leads, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 3</p>	Formative		Summative
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**Goal 4:** Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** By May 2025, reduce teacher turnover to 7%.

**Evaluation Data Sources:** Human Resources and Texas Performance Reporting System (TPRS) retention data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Offer monthly new hire breakfasts to provide a safe space for new staff members to discuss concerns, needs, and ideas for campus improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> New hires will feel a greater sense of belonging and support on the campus and remain at BMS for the 25-26 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Human Resources</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Campus Staff will be provided with formal and informal methods for communicating campus celebrations and concerns through surveys, Staff Shout Outs, staff birthdays in the Bear Bulletin, and shout outs in staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 25-26 school year. The campus will be able to make improvements based on staff feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, DCs,</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Superintendent Goals:</b> SG 4</p>	Formative		Summative
	Nov	Feb	Apr

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Implementation of coaching cycles for identified teachers to provide observation feedback conversations, which will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel supported and more knowledgeable in their instructional practices. Coaching support will help alleviate burnout and increase teacher confidence and efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, District Specialists, DCs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Superintendent Goals:</b> SG 4</p>	Formative		Summative
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**Goal 4:** Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** By May 2025, survey data will show an 5% increase in participation of parent and family engagement opportunities.

**Evaluation Data Sources:** Volunteer platform registration, campus sign-in sheets, PTA membership

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Administer customized surveys to families to determine specific engagement needs and volunteer opportunities.  <b>Strategy's Expected Result/Impact:</b> Volunteer opportunities will increase parent presence on campus and community partnerships.  <b>Staff Responsible for Monitoring:</b> Admin, PTA</p> <p><b>Title I:</b>            4.1, 4.2  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>- Superintendent Goals:</b>            SG 4</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Collaborate with campus PTA to provide support and increase parent engagement opportunities.  <b>Strategy's Expected Result/Impact:</b> Volunteer opportunities will increase parent presence on campus and community partnerships.  <b>Staff Responsible for Monitoring:</b> Admin, PTA</p> <p><b>Title I:</b>            4.1, 4.2  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>- Superintendent Goals:</b>            SG 4</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>



Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Integrate multiple communicate strategies with families to inform stakeholders of opportunities to support campus and communicate campus happenings.</p> <p><b>Strategy's Expected Result/Impact:</b> Volunteer opportunities will increase parent presence on campus and community partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, PTA</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Superintendent Goals:</b> SG 4</p>	Formative		Summative
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