

Bastrop Independent School District

District Improvement Plan

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Bastrop Independent School District is to develop and educate every student so they can make a positive impact on their families, the workforce, and the greater community.

Vision

Our vision is that every student graduates from Bastrop Independent School District prepared for life's challenges and ready for tomorrow's opportunities.

Value Statement

Student Success and Well-Being:

- BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.
- BISD will identify work/life skills most important for students to know and create a framework for implementing them.
- BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Teaching and Learning Practices:

- BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.
- BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.
- BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Organizational Culture:

- BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.
- BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.
- BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Collaborative Partnerships:

- BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.
- BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.
- BISD will strengthen external partnerships to help students attain industry certifications, work experience, and/or sponsorship opportunities.

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Goals

Goal 1: Domain 1 Academic Achievement: By May 2026, increase the percentage of students at Meets Grade Level.

--STAAR Reading: from 36% to 50%

--STAAR Math: from 27% to 50%

--STAAR Science: from 28% to 50%

Performance Objective 1: By January 2026, at least 50% of students will be projected to perform at the Meets level on STAAR for math & reading on the middle of year MAP assessment.

Evaluation Data Sources: NWEA MAP Data

Strategy 1 Details	Reviews		
Strategy 1: At least one elementary Curriculum & Instruction staff member will be at high-priority campuses weekly to support CBPLs and/or engage in instructional walks and coaching. Strategy's Expected Result/Impact: C & I staff will have real-time data on instructional trends and provide immediate instructional support. Staff Responsible for Monitoring: Director of Elementary Instruction	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Professional learning sessions for RLA, Math, and Science will focus on productive struggle using best instructional practices, data-driven strategic grouping, and small group learning. Strategy's Expected Result/Impact: Teachers will implement these strategies into classroom instruction to see improved student achievement Staff Responsible for Monitoring: Director of Elementary Instruction	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: After each Curriculum-Based Assessment (CBA), Curriculum and Instruction staff will analyze the data and collaborate with district coaches and campus principals to recommend instructional priorities. Strategy's Expected Result/Impact: Campuses will be able to target and fill learning gaps by school, grade and subject. Staff Responsible for Monitoring: Director of Elementary Instruction	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Domain 1 Academic Achievement: By May 2026, increase the percentage of students at Meets Grade Level.

--STAAR Reading: from 36% to 50%

--STAAR Math: from 27% to 50%

--STAAR Science: from 28% to 50%

Performance Objective 2: Increase Curriculum-Based Assessment (CBA) percentages by a minimum of 5% in the Meets category for each test.

Evaluation Data Sources: CBA Data

Strategy 1 Details	Reviews		
Strategy 1: Curriculum-Based Assessments will be aligned with rigor and formatting of state and advanced academic assessments. Strategy's Expected Result/Impact: CBA alignment to STAAR assessments will allow for consistent progress monitoring throughout the school year. Staff Responsible for Monitoring: Director of Secondary Instruction	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Perform walkthrough observations focused on delivering actionable feedback for teachers. Strategy's Expected Result/Impact: Teachers will be able to implement research based strategies designed to improve academic achievement for all students. Staff Responsible for Monitoring: Director of Secondary Instruction	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide teachers with a bank of strategies through recorded and critiqued lessons. Strategy's Expected Result/Impact: Increase teacher capacity with emphasis on new, 0-5 year experienced staff members. Staff Responsible for Monitoring: Director of Secondary Instruction	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Domain 1 Academic Achievement: By May 2026, increase the percentage of students at Meets Grade Level.

--STAAR Reading: from 36% to 50%

--STAAR Math: from 27% to 50%

--STAAR Science: from 28% to 50%

Performance Objective 3: By May 2026, increase district CCMR percentage by 5%

Evaluation Data Sources: 2026 Accountability Data

Strategy 1 Details	Reviews		
Strategy 1: Enhance opportunities to meet CCMR indicators by expanding TSIA testing, increasing the number of students completing CTE programs of study aligned with industry-based certifications (IBCs), broadening advanced academic course offerings (AP, ACC, OnRamps), and continuing implementation of Texas College Bridge for the 2025-2026 school year. Strategy's Expected Result/Impact: Students will have multiple opportunities to meet CCMR indicator. Staff Responsible for Monitoring: CCMR Team, Adv Academics Coordinator	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Perform senior transcript audits in early fall and early spring semester to review graduation requirements and CCMR plan for every 12th grade student. Strategy's Expected Result/Impact: Ensure every senior has a plan to meet CCMR indicator. Staff Responsible for Monitoring: Counselors and CCMR Team	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement enrichment activities to increase SAT and TSIA2 scores. Strategy's Expected Result/Impact: Review strategies and implementation plan in Principal, Associates, and Leads (PAL) meetings. Staff Responsible for Monitoring: CCMR Team and Principals and Associates	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Domain 2 Academic Growth: By May 2026, student growth scores will increase from 61 to 74.

Performance Objective 1: By May 2026, the percentage of K-8 students meeting or exceeding their personalized NWEA MAP growth projections from the beginning to the end of the year assessment will increase to 55% in Reading (from 47% in 2025) and 55% in Math (from 43% in 2025).

Evaluation Data Sources: NWEA MAP data

Strategy 1 Details	Reviews		
Strategy 1: Provide continuous NWEA MAP training cycle, organized into Beginning, Middle, and End of Year windows Strategy's Expected Result/Impact: Educators will be equipped to monitor student progress and refine teaching for personalized student growth. Staff Responsible for Monitoring: Director of Accountability and Compliance	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Host mini-quarterly meetings to review with Campus leadership to review CBA, NWEA, and Mock assessment data for Math and RLA. Strategy's Expected Result/Impact: Campus leaders make informed instructional decisions that promote personalized student growth. Staff Responsible for Monitoring: Director of Accountability and Compliance Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Train special program campus leads on the allowable designated supports available and their effective implementation on STAAR, TELPAS, and NWEA assessments as well as ensuring their use in regular classroom settings. Strategy's Expected Result/Impact: Teachers will implement testing with fidelity and student will have access to only allowable supports Staff Responsible for Monitoring: Director of Accountability and Compliance	Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: On all STAAR exams, students categorized as English Bilingual are scoring significantly lower than their non-EB peers. Root Cause: Lack of consistent implementation of strategies to differentiate for students' linguistic needs.
Problem Statement 2: Students in Special Education are not making adequate growth in Reading to close the achievement gap. Root Cause: Implementation of our research-based co-teach model has splintered implementation.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not reading on grade level. Root Cause: Previous curricula did not emphasize presenting on grade-level reading for all students.

Goal 2: Domain 2 Academic Growth: By May 2026, student growth scores will increase from 61 to 74.

Performance Objective 2: By May of 2026, 50% of classrooms will leverage blended and personalized learning strategies (including small group instruction, student data-tracking and goal-setting, student choice, and peer collaboration) as measured using the district walkthrough tool.

Evaluation Data Sources: District walkthrough tool

Strategy 1 Details	Reviews		
Strategy 1: Train and assign campus-based Blended Learning Cohort/Ambassadors. Strategy's Expected Result/Impact: Increase in number of teachers on campuses implementing blended and personalized learning strategies. Staff Responsible for Monitoring: Director of Digital Learning	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Build District Leadership (C&I Staff, Campus Admin, District Coaches) Blended & Personalized Learning Competency & Capacity. Strategy's Expected Result/Impact: Increased ability for instructional leadership staff to support and develop teacher implementation of blended and personalized learning strategies. Staff Responsible for Monitoring: Director of Digital Learning	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement Blended and Personalized Learning Resources and Frameworks. Strategy's Expected Result/Impact: District staff will have a consistent language and bank of resources to implement blended and personalized learning strategies, allowing for cross-campus and cross-departmental collaboration and professional development. Staff Responsible for Monitoring: Director of Digital Learning	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Domain 2 Academic Growth: By May 2026, student growth scores will increase from 61 to 74.

Performance Objective 3: By May 2026, the average T-TESS score for Domain 2.4 (Differentiation) across all special education teachers will increase from 3.1 to 4.0, as evidenced by data collected from T-TESS walkthroughs utilizing both the standard T-TESS Walk Through Form and the Special Education T-TESS Look For document.

Evaluation Data Sources: Data collected from TTESS walkthroughs utilizing both the standard TTESS Walk Through Form and the Special Education TTESS Look For document.

Strategy 1 Details	Reviews		
Strategy 1: Conduct regular, joint walkthroughs in special education classrooms, utilizing both the TTESS Walk Through Form and our "TTESS Look Fors" specific to special education settings, alongside campus instructional leadership. Strategy's Expected Result/Impact: Providing targeted feedback and collecting data on differentiation with the end goal of improving the TTESS Score for differentiation. Staff Responsible for Monitoring: Director of Special Programs	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide professional development focused on proactive planning of accommodations, specifically emphasizing the design and integration of tangible aids (e.g., graphic organizers, checklists, visual schedules, sentence stems) that supports students with varying cognitive needs and enhanced access to the curriculum. Strategy's Expected Result/Impact: Teachers will increase their use of tangible accommodations in lesson design. Staff Responsible for Monitoring: Director of Special Programs	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide professional development dedicated to the effective in-classroom implementation of accommodations, with a practical emphasis on how to consistently and strategically use tangible aids to support students with varying cognitive needs and enhance their access to the curriculum. Strategy's Expected Result/Impact: Teachers will increase their use of tangible accommodations in lesson design. Staff Responsible for Monitoring: Director of Special Programs	Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Domain 2 Academic Growth: By May 2026, student growth scores will increase from 61 to 74.

Performance Objective 4: By May 2026, increase the safety and security training to include Standard Response Protocol to all 100% support staff employed by Bastrop ISD. This includes custodians, food service employees, our maintenance department, C&I Department, Finance Department, IT Department and Goldstar Transportation employees.

Evaluation Data Sources: Agendas, meeting notes, sign-in sheets

Strategy 1 Details	Reviews		
Strategy 1: Coordinate with all departments, including Goldstar, to plan and facilitate training, which will be provided by BISD Safety and Security Personnel, BISD Police Officers, and local community first responders. Strategy's Expected Result/Impact: Coordinated and aligned messaging for trainers and BISD staff, resulting in unified responses to emergency scenarios. Staff Responsible for Monitoring: Director of Safety and Security	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Hold training at Goldstar Transportation (the bus barn) where staff can learn and practice real-life scenarios together. Strategy's Expected Result/Impact: Confidence and skills for responding to emergencies while students are on the bus will build for all stakeholders. Staff Responsible for Monitoring: Director of Safety and Security	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Each campus will include all BISD employees in each of their school safety drills throughout the school year. Strategy's Expected Result/Impact: Staff and students will meaningfully practice drill protocols so that when a real emergency arises, all will be safe. Staff Responsible for Monitoring: Director of Safety and Security	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Domain 3 Closing the Gaps: By May 2026, the overall domain score will increase from 73 to 80.

Performance Objective 1: By May 2026, each campus will meet its Long-Term Goal (34% for high school, 36% for middle school, and 46% for elementary school), which will result in earning 4 points in the ELP component of Domain 3.

Evaluation Data Sources: 2026 Accountability Data

Strategy 1 Details	Reviews		
Strategy 1: Facilitate planning focused on effective second language acquisition strategies and using student work samples and reflective tools to strengthen lesson design and support language development. Strategy's Expected Result/Impact: Teachers will feel more confident using strategies that support all four language domains, leading to increased language development as reflected in student assessments. Staff Responsible for Monitoring: Director of Bilingual Education	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Engage students and families in understanding the Texas English Language Proficiency Assessment System (TELPAS) assessment data to encourage ownership of learning. Strategy's Expected Result/Impact: English language proficiency will increase for all students tested. Staff Responsible for Monitoring: Director of Bilingual Education	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Identify strengths and opportunities for growth through classroom observations that focus on student behaviors such as deep thinking through questioning and meaningful classroom discussions. Strategy's Expected Result/Impact: Classroom observation data will assist teachers in refining instruction so students stay engaged, think deeply, and take an active role in their learning. Staff Responsible for Monitoring: Director of Bilingual Education	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Domain 3 Closing the Gaps: By May 2026, the overall domain score will increase from 73 to 80.

Performance Objective 2: Increase student enrollment and sustained participation in fine arts programs measured by UIL (music & theatre) and VASE (visual arts) by at least 10%.

Evaluation Data Sources: Course enrollment records and course selection choice cards, as well as UIL and VASE entry forms. Additionally, event data will be drawn from campus, district, and program calendars to provide a comprehensive understanding of participation and engagement trends.

Strategy 1 Details	Reviews		
Strategy 1: Provide music and visual arts teachers professional learning opportunities for in-district and out-of-district such as presenters, mentors, TMEA, Texas Summer Music Conference, and the TAEA Conference. Strategy's Expected Result/Impact: Improved instructional quality and student outcomes through enhanced teacher expertise. Increased teacher retention and job satisfaction. Greater implementation of current best practices in music and visual arts instruction. Stronger networking and collaboration across campuses and districts. Staff Responsible for Monitoring: Director of Fine Arts	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Increase recruitment opportunities such as showcase events, engaging social media promotional material, demonstration events, and fine arts family nights. Strategy's Expected Result/Impact: Increased student enrollment in fine arts programs. Broader community and family engagement in fine arts. Enhanced awareness and appeal of fine arts offerings to prospective students and families. Strengthened pipeline of student talent across grade levels. Staff Responsible for Monitoring: Director of Fine Arts	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Increase fine arts visibility through performances, public events, campus/district events, competitions, celebrations, social media, and fine arts awareness events. Strategy's Expected Result/Impact: Increased visibility and appreciation of fine arts programs across the campus and district, leading to greater student participation, enhanced community engagement, and stronger support from stakeholders. Staff Responsible for Monitoring: Director of Fine Arts	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Domain 3 Closing the Gaps: By May 2026, the overall domain score will increase from 73 to 80.

Performance Objective 3: By May 2026, Reduce teacher turnover from 24% to 20%.

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

Strategy 1 Details	Reviews		
Strategy 1: Provide guidance for mentor teachers by implementing written mentoring processes, including monthly checklists, initial training and providing resources. Strategy's Expected Result/Impact: New teachers will remain with BISD. Staff Responsible for Monitoring: Director of Human Resources	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Assist campus leaders in employing personalized strategies to retain staff. Strategy's Expected Result/Impact: Campuses will experience decreased staff turnover Staff Responsible for Monitoring: Director of Human Resources	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide staff with timely information and a forum to ask questions in campus new hire meetings during the school year. Strategy's Expected Result/Impact: Support will be targeted and based on specific need. Staff Responsible for Monitoring: Director of Human Resources	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Domain 3 Closing the Gaps: By May 2026, the overall domain score will increase from 73 to 80.

Performance Objective 4: By May 2026, Increase overall district attendance from 92.9% to 94%.

Evaluation Data Sources: PEIMS Attendance Data Reports

Strategy 1 Details	Reviews		
Strategy 1: Revise and implement a district attendance initiative to monitor students with chronic absences or are at high risk for not meeting attendance requirements, to include students in the District Alternative Education Program. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Director for PEIMS and Data Quality	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Match McKinney-Vento students with low academic performance and low attendance with a mentor trained in a systematic and structured intervention program. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide training and support for campus leaders on utilizing customized data reporting to improve student attendance. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Director for PEIMS and Data Quality	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Incorporate attendance education for parents into school orientations, open houses, and parent-teacher conferences. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Director of Student Services	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			