

Bastrop Independent School District

Bastrop Middle

2025-2026 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.

Value Statement

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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Goal 1: Domain 1 Achievement: By May 2026, increase the percentage of students at Meets Grade Level: --STAAR Reading: from 45% to 55% (goal above District's goal) --STAAR Math: from 33% to 50% --STAAR Science: from 30% to 50% --STAAR Social Studies: from 21% to 40% 4

Goal 2: Domain 2 Growth: By May 2026, the percent of students attaining academic achievement growth at all levels will increase: --STAAR Reading: from 66% to 80% --STAAR Math: from 64% to 80% 8

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Goals

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

- STAAR Reading: from 45% to 55% (goal above District's goal)
- STAAR Math: from 33% to 50%
- STAAR Science: from 30% to 50%
- STAAR Social Studies: from 21% to 40%

Performance Objective 1: Decrease the percentage of students scoring zero on ECRs from 27% to 15%.

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

Strategy 1 Details	Reviews		
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Strategy 1: We will utilize data-driven decision-making when scheduling students in intervention classes for reading and math. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: CBPL teachers, Intervention teachers, DCs and Admin Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 1			

Strategy 2 Details	Reviews		
Strategy 2: We will address identified campus needs and monitor growth of all students during WIN Time through the implementation of small group pull-outs, MyPath Reading and Math, daily tiered reading opportunities, weekly writing opportunities (ECR, SCR) for all content areas, blended learning, and data-tracking and data discussion with students each week. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin, DCs Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 1	Formative		Summative
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Goal 1: Domain 1 Achievement: By May 2026, increase the percentage of students at Meets Grade Level:

--STAAR Reading: from 45% to 55% (goal above District's goal)

--STAAR Math: from 33% to 50%

--STAAR Science: from 30% to 50%

--STAAR Social Studies: from 21% to 40%

Performance Objective 2: By January 2026, 65% of all students will demonstrate growth of 10 points or higher on MAP Reading and MAP Math.

Evaluation Data Sources: 2026 Accountability Data, STAAR Interim assessment, District Curriculum Assessments, MAP Growth data

Strategy 1 Details	Reviews		
Strategy 1: All teachers at Bastrop Middle School will implement the 2025-26 Instructional Priorities (Academic Conversations, Explicit Vocabulary Instruction, Blended Learning and Writing Across the Curriculum) daily by embedding these instructional strategies into their daily lesson plans. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin, DCs, District Specialists Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 1	Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Through consistent adherence to the district CBPL process and agendas, we will ensure teachers internalize lessons, analyze student work samples, regularly monitor student achievement and growth data, and identify areas for targeted instruction in order to plan for Tier 1 intervention opportunities. Strategy's Expected Result/Impact: Efficient CBPL practices ensure 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. Staff Responsible for Monitoring: CBPL leads, DCs, Admin Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 1 Funding Sources: Instructional Coach - 211 - Title I, Part A - 6119		Formative		Summative
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Goal 2: Domain 2 Growth: By May 2026, the percent of students attaining academic achievement growth at all levels will increase:
--STAAR Reading: from 66% to 80%
--STAAR Math: from 64% to 80%

Performance Objective 1: Increase attendance from 94% to 95% by utilizing WIN Time teachers as attendance case managers who make parent contact when students are absent 2 or more consecutive days.

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

Strategy 1 Details		Reviews		
Strategy 1: We will utilize data trackers in WIN Time each Friday for students to self-monitor attendance, tardies, and grades. Strategy's Expected Result/Impact: Attendance intervention will have a direct impact on student achievement, especially students identified as at-risk. Data tracking tools will assist teachers in monitoring attendance and assisting with TPM efforts. Staff Responsible for Monitoring: WIN Time teachers, Admin, Attendance Clerk Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 2		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: We will address identified campus needs and monitor growth of all students during WIN Time through the implementation of small group pull-outs, MyPath Reading and Math, daily tiered reading opportunities, weekly writing opportunities (ECR, SCR) for all content areas, blended learning, and data-tracking and data discussion with students each week. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin, DCs Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 2		Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Campus wide parent engagement activities will include capacity building around attendance, supporting students with reading and other content areas, and understanding assessments. Strategy's Expected Result/Impact: Increase in parent capacity to partner with the campus on attendance, student learning, and student assessment. Staff Responsible for Monitoring: Admin Funding Sources: Capacity building supplies for parents and families - 211 - Title I, Part A		Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Domain 2 Growth: By May 2026, the percent of students attaining academic achievement growth at all levels will increase:
--STAAR Reading: from 66% to 80%
--STAAR Math: from 64% to 80%

Performance Objective 2: Provide targeted support through mentorship, coaching cycles, learning walks, CBPLs, Just in Time PD, and Lunch and Learns, to provide ongoing support, strengthen instructional strategies and retain high-quality staff.

Evaluation Data Sources: 2026 Accountability Data, STAAR Interim assessment, District Curriculum Assessments, MAP Growth data

Strategy 1 Details		Reviews		
Strategy 1: All teachers at Bastrop Middle School will implement the 2025-26 Instructional Priorities (Academic Conversations, Explicit Vocabulary Instruction, Blended Learning and Writing Across the Curriculum) daily by embedding these instructional strategies into their daily lesson plans. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin, DCs, District Specialists Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 2		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Through consistent adherence to the district CBPL process and agendas, we will ensure teachers internalize lessons, analyze student work samples, regularly monitor student achievement and growth data, and identify areas for targeted instruction in order to plan for Tier 1 intervention opportunities. Strategy's Expected Result/Impact: Efficient CBPL practices ensure 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. Staff Responsible for Monitoring: CBPL leads, DCs, Admin, District Specialists Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 2		Formative		Summative
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Goal 3: Domain 3 Closing the Gaps: By May 2026, the overall domain 3 score will increase from 77 to 85.

Performance Objective 1: Increase the percentage of African American students scoring at Meets Grade Level from:
--23% to 32% in Reading
--26% to 32% in Math

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

Strategy 1 Details	Reviews		
Strategy 1: We will utilize data-driven decision-making when scheduling students in intervention classes, WIN time classes, and small group pull-outs for reading and math. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: CBPL teachers, Intervention teachers, DCs and Admin Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 3	Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: We will address identified campus needs and monitor academic achievement and growth of all students during WIN Time through the implementation of small group pull-outs, MyPath Reading and Math, daily tiered reading opportunities, weekly writing opportunities (ECR, SCR) for all content areas, blended learning, and data-tracking and data discussion with students each week, with a particular emphasis on supporting and monitoring 8th grade Science and Social Studies. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin, DCs, District Specialists Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 3		Formative		Summative
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Goal 3: Domain 3 Closing the Gaps: By May 2026, the overall domain 3 score will increase from 77 to 85.

Performance Objective 2: Increase STAAR performance, students scoring at Meets Grade Level in Science and Social Studies:
--STAAR Science: from 30% to 50%
--STAAR Social Studies: from 21% to 40%

Evaluation Data Sources: 2026 Accountability Data, STAAR Interim assessment, District Curriculum Assessments, MAP Growth data

Strategy 1 Details	Reviews		
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Strategy 2 Details		Reviews		
Strategy 2: Through consistent adherence to the district CBPL process and agendas, we will ensure teachers internalize lessons, analyze student work samples, regularly monitor student achievement and growth data, and identify areas for targeted instruction in order to plan for Tier 1 intervention opportunities. Strategy's Expected Result/Impact: Efficient CBPL practices ensure 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. Staff Responsible for Monitoring: CBPL leads, DCs, Admin Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Superintendent Goals: SG 3		Formative		Summative
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