

Bastrop Independent School District
Bastrop Middle
2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

High Achievement for All students through Consistent Effort, Collaboration, and Critical Thinking.

Vision

A community of learners that supports: high expectations and consistent effort through a growth mindset, collaboration through open and honest communication, and critical thinking and problem solving through literacy development in all content areas.

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: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISSD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

Evaluation Data Sources: Panorama data, behavior and discipline data, SEL walkthrough data

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Implement SEL curriculum weekly during class to proactively teach mental health and wellness skills and share strategies with families for at-home practice. Provide and review regular campus climate surveys to assess and measure progress on student and staff experiences and implementation of SEL strategies.</p> <p>Strategy's Expected Result/Impact: Addressing social emotional and behavioral needs of students will help students develop the skills needed to be successful in all areas. There will be a decline in student behavior issues due to implementation of strategies learned in the SEL curriculum.</p> <p>Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: The entire campus will participate in a book study of Engagement by Design through the PLC meetings all year, which focuses on the importance of developing healthy student and staff relationships, teacher clarity of content being taught, and challenging all students academically.</p> <p>Strategy's Expected Result/Impact: Students will become connected to numerous adults and other students on campus in order to develop healthy relationships and gain a sense of belonging on our campus.</p> <p>Staff Responsible for Monitoring: All BMS Staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Create opportunities to celebrate students who model expectations and demonstrate behaviors that reflect campus values.</p> <p>Strategy's Expected Result/Impact: More students will engage in actions that are safe, respectful, responsible, and kind due to the positive reinforcement for meeting our campus expectations.</p> <p>Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: We will partner all tier 2 students with a campus staff member for daily check-in and check-out.</p> <p>Strategy's Expected Result/Impact: Students will develop positive self-esteem and a trusting relationship with their campus mentor by practicing daily goal setting and celebrating daily successes.</p> | Formative | | |
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Staff Responsible for Monitoring: Admin/ MTSS Coach/Campus Mentors

Title I:

2.6


- TEA Priorities:


Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

Evaluation Data Sources: Staff/ Student campus surveys and Panorama survey data





| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: MTSS committee will use leadership input, data from surveys and observational data to identify key skills for developing self-management and a growth mindset. The campus will develop systems for delivering content designed to improve those skills.</p> <p>Strategy's Expected Result/Impact: Students will develop greater self-management and a growth mindset in order to be better prepared for the challenges of secondary education. The campus will see a decrease in discipline referrals for conflicts and unsafe actions.</p> <p>Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: The campus will develop opportunities for students to develop leadership skills.</p> <p>Strategy's Expected Result/Impact: Student groups such as the Principal's Advisory Council and the Student Council Leadership class will allow a group of students an opportunity to learn and practice leadership skills and advocacy for themselves and others.</p> <p>Staff Responsible for Monitoring: Admin/Student Council Sponsor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISSD will develop systems and structures that value student ownership of their academic and behavioral success.
 Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 32% to 42% and STAAR Reading from 50% to 60%

Evaluation Data Sources: Campus and district assessment data and STAAR test data

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Data meetings during PLT time will focus on data analysis as well as planning specifically for student extension and intervention on essential standards. In-class intervention and extension will focus on students' mastery of essential standards.</p> <p>Strategy's Expected Result/Impact: Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year.</p> <p>Staff Responsible for Monitoring: PLC Leads, ICs, and Admin team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: ELA and math teachers will develop systems within the classroom for students to track their level of mastery and growth throughout the year on essential standards.</p> <p>Strategy's Expected Result/Impact: Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year.</p> <p>Staff Responsible for Monitoring: PLC Leads, ICs, and Admin team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Bear Time groupings and student lessons, focused on specific essential standards, will provide students with extended opportunities for mastery.</p> <p>Strategy's Expected Result/Impact: Students and teachers will see growth in student mastery of essential standards, leading to an increased percentage of students scoring at the Meets performance level on STAAR at the end of the year.</p> <p>Staff Responsible for Monitoring: ICs and Admin team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Provide ongoing professional development for teachers on instructional best-practices and methods for providing targeted intervention and extension opportunities for students.</p> <p>Strategy's Expected Result/Impact: Effectiveness of instruction will improve across all content areas leading to greater student mastery of essential standards.</p> <p>Staff Responsible for Monitoring: PLC Leads, ICs, and Admin team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.





Performance Objective 1: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

Evaluation Data Sources: Campus and district assessment data and 2023 STARR results

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Collaborate and build capacity with PLC leads through on-going coaching on leading the work of the professional learning team through weekly meetings with PLC leads and IC as well as bi-monthly Instructional Leadership team meetings with PLC leads, ICs, and administrators.</p> <p>Strategy's Expected Result/Impact: Improving PLT structures and protocols to implement engaging lessons which will increase all students' mastery of content taught.</p> <p>Staff Responsible for Monitoring: PLC leads, ICs, and campus administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Implement and monitor Summit K12 into the Newcomers and Reading Enrichment classes focusing on speaking and listening components of the program.</p> <p>Strategy's Expected Result/Impact: Increase TELPAS scores for Emergent Bilingual students in order to exit students from EB program and increase students one year in proficiency levels.</p> <p>Staff Responsible for Monitoring: ELA/SS Instructional Coach and LPAC Administrator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Students will be grouped into intervention groups for reading and math during Bear Time based upon data from common and district assessments over the essential standards. These groups will change each six weeks based upon changes in data so that students are able to achieve more than a year's worth of growth this year in these areas. The instructional coaches will design lessons based upon standards needing to be re-taught.</p> <p>Strategy's Expected Result/Impact: The lessons will be designed to increase students' growth by more than one year in reading and math. Students will demonstrate mastery of all essential standards for reading and math on the STAAR test.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Students are placed in math lab and reading lab classes based on previous school year data to increase student mastery of math or reading skills.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate academic growth on reading and math campus and district assessments as well as STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| <p>Strategy 5: Distribute Chromebooks to students as closely to a 1:1 ratio as possible to allow students to have additional opportunities for learning and practicing new content on digital platforms.</p> <p>Strategy's Expected Result/Impact: Students will be able to engage with instruction through a variety of platforms to increase their content knowledge and technology proficiency with multiple applications and platforms.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, and Library Media Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Co-teachers meet in PLT to collaborate on the different co-teach models and strategies to use in the classroom to increase student engagement as well as improving the design and implementation of student goals for special education students.</p> <p>Strategy's Expected Result/Impact: The instructional planning time will allow teachers to improve instruction to better meet student academic needs in a way that increases special education students' growth by more than one year.</p> <p>Staff Responsible for Monitoring: Administration, SpEd PLC lead, Instructional Coaches, and SpEd teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
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Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISSD 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.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

Evaluation Data Sources: agendas of meetings, training material, walkthrough forms, 2023 STAAR Results

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Create a learning environment for all staff by sharing exemplar models of each instructional focus in the campus updates and PLC/PLT meetings.</p> <p>Strategy's Expected Result/Impact: All staff create an environment with continuous learning to grow all students.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Every three weeks the Instructional coaches will use the campus instructional focus to create short professional development sessions for teachers during PLT time.</p> <p>Strategy's Expected Result/Impact: Continuous improvement of instructional strategies to improve student engagement and growth for all students.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Instructional Coaches will plan learning walks for PLTs based on the teachers' professional learning goal.</p> <p>Strategy's Expected Result/Impact: Allow for instructional coaches to support and grow teachers in their profession to best support student needs in the classroom.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Provide training and coaching for teachers on district professional development days to assist them with incorporating campus instructional practices into daily lessons.</p> <p>Strategy's Expected Result/Impact: Support teachers with planning and implementation in order to see more than one year's growth for all students.</p> <p>Staff Responsible for Monitoring: Administration, PLC leads, and Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Provide teachers with additional professional learning opportunities beyond the campus focused on specific content and areas of campus need.</p> <p>Strategy's Expected Result/Impact: Support teachers with planning and implementation in order to see more than one year's</p> | Formative | | |
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growth for all students.

Staff Responsible for Monitoring: Administration, PLC Leads, and Instructional Coaches

Title I:


2.4, 2.5, 2.6


- TEA Priorities:


Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

 No Progress

 Accomplished

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

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Aligned Performance Objective: By June 2023, Campus attendance rates will increase 2% from 2021-2022 rates.

Evaluation Data Sources: Campus attendance data reports

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Implement and monitor district attendance protocols and procedures to increase attendance rates.</p> <p>Strategy's Expected Result/Impact: Attendance will increase, and with consistent attendance, students will receive the instruction needed to improve achievement.</p> <p>Staff Responsible for Monitoring: BMS Administrators, Attendance Committee, Truancy Officer, and Attendance Clerk</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISS will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

Evaluation Data Sources: Panorama Surveys, PEIMS discipline data

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: The campus will provide ongoing classroom management training, bullying prevention, and utilization of the district's discipline matrix.</p> <p>Strategy's Expected Result/Impact: Greater consistency in classroom and school-wide behavior expectations ensuring consistency and improved student behavior.</p> <p>Staff Responsible for Monitoring: BMS Administration, MTSS Coach, MTSS team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct campus investigations that promote and support a safe and orderly learning environment</p> <p>Strategy's Expected Result/Impact: A more unified, codified, and consistent response to discipline. Equitable findings that positively impact the learning environments.</p> <p>Staff Responsible for Monitoring: BMS Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Increased collaboration with city/county officials and the community to conduct campus-wide seminars and small-group sessions for students who may be at risk or have demonstrated a need for intervention</p> <p>Strategy's Expected Result/Impact: Lower incidences of drugs, violence, bullying on campus which decrease ISS, OSS and DEAP referrals</p> <p>Staff Responsible for Monitoring: District and Campus safety teams, BMS Admin, Social Worker and Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will enhance its onboarding experience to prepare every new employee for success in BISD.

Aligned Performance Objective: Retain 90% of teachers.

Evaluation Data Sources: HR documentation of teacher contracts, campus and district survey results

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: The campus will provide ongoing professional development each three weeks aligned with specific campus and district goals as well as high-yield best practice strategies in addition to professional development on classroom management and building healthy student-teacher relationships.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more confident in their instruction and supported by administration, instructional coaches, and district specialists resulting in their desire to return to BMS.</p> <p>Staff Responsible for Monitoring: Administrators and ICs</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Monthly new teacher breakfasts to provide a safe space for new staff members to discuss concerns, needs, and ideas for campus improvement</p> <p>Strategy's Expected Result/Impact: New staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 23-24 school year</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: The campus staff will be provided with formal and informal methods for communicating campus celebrations and concerns through surveys, PLC meetings, and PLT meetings.</p> <p>Strategy's Expected Result/Impact: All staff will feel a greater sense of belonging and support on the campus and remain at BMS for the 23-24 school year. The campus will be able to make adjustments based upon staff feedback.</p> <p>Staff Responsible for Monitoring: Administrators, ICs, and PLC leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative | | |
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Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.

Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

Evaluation Data Sources: Campus Survey and Panorama survey results





| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Provide opportunities for family/community engagement and parent education activities such as Literacy Night, Math Night, Science Night, and Counselor/Social Worker Chats</p> <p>Strategy's Expected Result/Impact: Greater connections will be developed between parents/guardians and BMS staff compared with the 21-22 school year.</p> <p>Staff Responsible for Monitoring: Administration, counselors, social workers, PLC leads, and ICs</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide bi-monthly communication with parents/guardians about campus events, academic updates, and SEL strategies.</p> <p>Strategy's Expected Result/Impact: Improved attendance at campus events and communication between parents/guardians and the campus</p> <p>Staff Responsible for Monitoring: Administration, counselors, social workers, MTSS Coach, and ICs</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events

Evaluation Data Sources: campus calendar of events, student surveys

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----|-----|
| <p>Strategy 1: The campus will plan for at least 3 opportunities for business and community members to interact with and provide learning opportunities for students.</p> <p>Strategy's Expected Result/Impact: Students will make connections between skills learned in middle school and how those skills translate into real-world applications.</p> <p>Staff Responsible for Monitoring: Administrators, ICs, and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | Apr |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |