Bastrop Independent School District

Bastrop Middle

2023-2024 Goals, Performance Objectives, and 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.

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: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Aligned Performance Objective: By May 2024, implement the BISD MTSS Model with 90% fidelity across all campus settings resulting in increased student engagement.

Evaluation Data Sources: Observational data, Brag Board data, Discipline data

Strategy 1 Details
Strategy 1: Regularly implement Second Step (SEL) curriculum during dedicated class time (4th period) to proactively teach and practice mental health and wellness skills.
Strategy's Expected Result/Impact: Addressing social emotional and behavioral needs of students will help students develop the skills needed to be successful in developing relationship and creating a sense of belonging.
Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Create opportunities to celebrate students who model expectations and demonstrate behaviors that reflect campus values.
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.
Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Students in need of more intensified social-emotional support will be identified for and receive behavior interventions and partnered with an adult mentor on campus.

    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.

    Staff Responsible for Monitoring: Admin/ MTSS Coach/Campus Mentors

    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

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: By May 2024, student perceptions of their ability to manage their emotions, thoughts, and behaviors will increase from 60% to 80%

Evaluation Data Sources: Self-Management indicator on Panorama student survey administered 2x/year, observational data, Discipline data

Strategy 1 Details
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.
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.
Staff Responsible for Monitoring: Admin/ MTSS Coach/MTSS team
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Schedule regular reviews of campus discipline dashboard to identify trends, disproportionality, and possible adaptations, and ensure consistency in responses to behaviors.
Strategy's Expected Result/Impact: Decrease in undesired behaviors and an increase in student capacity to self-regulate, resulting in an increase in academic achievement
Staff Responsible for Monitoring: Admin Team
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 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Create a plan to address social-emotional learning teacher and student survey data.

Strategy's Expected Result/Impact: Targeted response to social-emotional deficits from both staff and student feedback

Staff Responsible for Monitoring: MTSS coach

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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: BISD will develop systems and structures that value student ownership of their academic and behavioral success.

Aligned Performance Objective: By May 2024, increase the percentage of 7th grade students at Meets Grade Level on STAAR Math from 9% to 30% and STAAR Reading from 41% to 50%. By May 2024, increase the percentage of 8th grade students at Meets Grade Level on STAAR Math from 42% to 51% and STAAR Reading from 41% to 55%.

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Strategy 1 Details
Strategy 1: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal-setting through grade checks each Friday during Bear Time and weekly emails from students to their parents on academic grades and progress.
Strategy's Expected Result/Impact: Students will demonstrate academic growth and an increased percentage of students will score at the Meets Grade Level on STAAR at the end of the year.
Staff Responsible for Monitoring: CBPL Leads, DCs, and Admin team
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: Build capacity within all campus teams to implement and facilitate effective CBPL practices using our high quality instructional materials.
Strategy's Expected Result/Impact: Fidelity of implementation of HQIM, consistency across grade level content, accurate response to data
Staff Responsible for Monitoring: CBPL Leads, DCs, and Admin team
TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Implement MyPath Reading and Amplify Boost to supplement instruction in ELA. Implement MyPath Math and Mathia to supplement instruction in Math.

Strategy's Expected Result/Impact: Closing gaps in student mastery of TEKS; Acceleration of students who have already mastered TEKS

Staff Responsible for Monitoring: Classroom teachers, Bear Time teachers, Admin, IC

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**

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 develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.

Aligned Performance Objective: By May 2024, implement High-Quality Instructional Materials aligned to Math and Literacy Frameworks with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool

Strategy 1 Details
Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed in Reading and Mathematics.
Strategy's Expected Result/Impact: Consistency of instruction across grade level teams, Fidelity of implementation of new curriculum, Increased teaching capacity and efficacy
Staff Responsible for Monitoring: CBPL leads, DCs, District Specialists, Admin
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2 Details
Strategy 2: Ensure teachers have sufficient collaborative planning time to allow teachers the necessary time to internalize lessons, analyze student work through data protocols, and plan for targeted instruction.
Strategy's Expected Result/Impact: Highly-prepared instructional lessons, consistency across grade level content areas, fidelity to curriculum; Ensures effective implementation of planned lessons
Staff Responsible for Monitoring: Admin, DC, District Specialists
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 3 Details

Strategy 3: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution.

    Strategy's Expected Result/Impact: Consistency of instruction across grade level teams, Fidelity of implementation of new curriculum, Increased teaching capacity and efficacy

    Staff Responsible for Monitoring: Admin, IC, District Specialists

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

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

Aligned Performance Objective: By May 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Academic Growth targets for STAAR Math and Reading.
Emergent Bilingual Math: 77%, Reading 62%
Special Education Math: 62%, Reading 48%
Economically Disadvantaged Math: 74%, Reading 67%

Evaluation Data Sources: 2024 Accountability Data, AT data, Interim STAAR Data, formative assessment data

Strategy 1 Details
Strategy 1: Implement formative assessments processes through Summit K12 for monitoring EB performance in listening, speaking, reading, and writing.
Strategy's Expected Result/Impact: Access to TELPAS format resulting in improved performance on TELPAS; increased English proficiency in listening, speaking, reading, and writing.
Staff Responsible for Monitoring: EB teacher, EB para, DC, District Multilingual Specialist, Admin
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Strategy 2 Details
Strategy 2: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners including special populations.
Strategy's Expected Result/Impact: Ensure that all students have access to grade-level material
Staff Responsible for Monitoring: Classroom Teachers, Support Staff, DC, Admin, District Specialist
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Strategy 3 Details

Strategy 3: Implement coordinated and proactive structures to address intervention and enrichment for all students, including special populations.

    Strategy's Expected Result/Impact: Student achievement goals will be met on STAAR and on TELPAS.

    Staff Responsible for Monitoring: Admin, DC, District Specialists, EB teacher, EB para

    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**

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

Performance Objective 3: Strategic Priority: 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.

Aligned Performance Objective: By May 2024, 85% of staff members will report a positive perception of the implementation of the BISD Professional Learning Plan system.

Evaluation Data Sources: Professional Learning Plan evaluation data

Strategy 1 Details
Strategy 1: Campus calendar indicates dedicated time for training and ongoing job-embedded professional development on content-specific teaching practices.
Strategy's Expected Result/Impact: Ensure that all teachers have required PD and feel supported in a new curriculum adoption for ELAR and Math; To increase effectiveness and efficacy of all teaching staff
Staff Responsible for Monitoring: Admin, DC, District Specialists
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

Strategy 2 Details
Strategy 2: Create a campus-based system for monitoring professional learning portfolios.
Strategy's Expected Result/Impact: Ensure that all teachers have required PD and feel supported in a new curriculum adoption for ELAR and Math; To increase effectiveness and efficacy of all teaching staff
Staff Responsible for Monitoring: Admin, DC, District Specialists
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

Strategy 3 Details

Strategy 3: Create a structure for cross-campus peer learning walks (observation) of HQIM and strategy implementation, to include debrief and action planning.

Strategy's Expected Result/Impact: To increase teacher capacity and efficacy in pedagogical strategies and support consistent implementation of newly-adopted curriculum

Staff Responsible for Monitoring: Admin, DC, District Specialists

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

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 May 2024, increase student attendance from 91.5% to 94%

   Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Strategy 1 Details
Strategy 1: Implement a written process for truancy prevention to monitor students with chronic absences or who are at risk of not meeting attendance requirements.
Strategy's Expected Result/Impact: With real-time parent communication and accountability, attendance will increase, and with consistent attendance, students will receive the instruction needed to improve achievement.
Staff Responsible for Monitoring: Admin, Attendance Clerk
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Provide training to campus staff on the district's attendance procedures to meet requirements.
Strategy's Expected Result/Impact: Accurate attendance reporting and outreach to truant students across campus staff
Staff Responsible for Monitoring: Attendance Clerk, Admin
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**

Strategy 3 Details

Strategy 3: Provide incentives for students with good attendance.

Strategy's Expected Result/Impact: With incentives, attendance will increase, and with consistent attendance, students will receive the instruction needed to improve achievement.

Staff Responsible for Monitoring: Admin, Attendance Clerk

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**

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

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

Aligned Performance Objective: By May 2024, Student positive perceptions of physical and psychological safety at school will increase from 41% to 80%)

High Priority

Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure)

Strategy 1 Details
Strategy 1: The campus will provide ongoing classroom management training and regular implementation of SEL lessons regarding bullying prevention, and utilization of the district's discipline matrix.
Strategy's Expected Result/Impact: Greater consistency in classroom and school-wide behavior expectations resulting in improved student behavior and increased academic achievement
Staff Responsible for Monitoring: Admin, MTSS Coach, MTSS Team
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: Provide safety drill training for staff and students throughout the year, and debrief for staff throughout the year.
Strategy's Expected Result/Impact: To increase campus safety; To ensure policies are being followed; To prepare staff and students in case of a real emergency
Staff Responsible for Monitoring: SRO, Admin
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: Implement a monitoring system for door lock fidelity checks.
Strategy's Expected Result/Impact: To increase campus safety; To ensure policies are being followed
Staff Responsible for Monitoring: Hall Monitor, SRO, Admin
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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: By May 2024, reduce teacher turnover from 60% to 15%.

High Priority

Evaluation Data Sources: Staff retention data reports, Mentor/Mentee meetings, New Teacher Academy, Monitor responses from teacher surveys throughout the year

Strategy 1 Details

Strategy 1: Monthly new teacher breakfasts to provide a safe space for new staff members to discuss concerns, needs, and ideas for campus improvement
    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 24-25 school year
    Staff Responsible for Monitoring: Admin, Human Resources
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: The campus staff will be provided with formal and informal methods for communicating campus celebrations and concerns through surveys, Staff Brag Board, staff birthdays in Bear Bulletin, and shout outs in staff meetings.
    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 24-25 school year. The campus will be able to make adjustments based upon staff feedback.
    Staff Responsible for Monitoring: Admin and DCs
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Develop and strategically deploy marketing materials through social media platforms that present the school as an attractive place to work.

    Strategy's Expected Result/Impact: To recruit highly qualified staff members; To retain current staff members; To increase our social media presence within the community

    Staff Responsible for Monitoring: Campus Communications Liaison, Admin, DC, Campus Secretary

    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
    - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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: By May 2024, survey data will show an 8% increase in positive perceptions of family engagement.

Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Strategy 1 Details
Strategy 1: Provide weekly communication with parents/guardians through the BMS Broadcast about campus updates and events, academic updates, and attendance monitoring. **Strategy's Expected Result/Impact:** Improved attendance at campus events and communication between parents/guardians and the campus **Staff Responsible for Monitoring:** Admin, Counselors, Social worker, MTSS Coach, and DC **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Administer customized surveys for parents to determine and address family engagement needs. **Strategy's Expected Result/Impact:** To respond to parent feedback; To increase family engagement; To increase positive presence within the community **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: Integrate multiple communication strategies with families into teacher roles and responsibilities. **Strategy's Expected Result/Impact:** To increase communication between school and home; To increase students' academic and behavioral success **Staff Responsible for Monitoring:** Admin, Counselors, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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: By May 2024, the number of community and business members participating in campus committees and events will increase by 8%

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets, Volunteer registration platform

Strategy 1 Details
Strategy 1: Engage business and community partners in meaningful opportunities to participate.
Strategy's Expected Result/Impact: Increase community involvement within our school
Staff Responsible for Monitoring: Admin, Campus Secretary
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Establish an inclusive welcoming system that engages all visitors.
Strategy's Expected Result/Impact: To increase community/parent involvement within our school
Staff Responsible for Monitoring: Admin, Campus Secretary
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Create and communicate volunteer opportunities within our online volunteer platform.

    Strategy's Expected Result/Impact: To increase community/parent involvement within our school

    Staff Responsible for Monitoring: Admin

    TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture