

Bastrop Independent School District

Mina Elementary

2023-2024 Goals, Performance Objectives, and Strategies



Mission Statement

Mina's Mission

All means All!!!

Bastrop ISD Mission

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

Mina's Vision

We will become better than our best.

Bastrop ISD Vision

Our vision is that every student graduates from BISSD prepared for life's challenges and ready for tomorrow's opportunities.

Collective Commitments

Mina's Collective Commitments:

1. We will model high expectations
2. We will be professional

3. We will work collaboratively

4. We will celebrate success

Bastrop ISD's Strategic Priorities

We have identified four strategic priorities. These are not all of the goals for Bastrop ISD, but they are the overarching "big ideas" we want to focus on as we strive to become a destination district of excellence. Each year, the District will develop Annual Performance Objectives for each of the four strategic priority areas. Our Performance Objectives for each Strategic Priority are:

Student Success & Well-Being

Address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.

Identify work/life skills that are most important for students to know and create a framework for implementing them.

Develop systems and structures that value student ownership of their academic and behavioral success.

Teaching & Learning Practices

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

Promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.

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

Provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.

Strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.

Enhance its onboarding experience to prepare every new employee for success in BISSD.

Collaborative Partnerships

Expand family/community engagement and parent education activities to support and accelerate student outcomes.

Create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Strengthen external partnerships to help students attain industry certifications, work experience, and/or sponsorship opportunities.

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, other campus data source

Strategy 1 Details
<p>Strategy 1: Implement campus training resources to ensure meaningful and timely training on MTSS best practices</p> <p>Strategy's Expected Result/Impact: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Staff Responsible for Monitoring: Assistant Principals, MTSS Coach and PBIS Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Implement campus reviews on expectations school wide. Based on student needs we will be proactive in addressing the behaviors before they disturb the learning environment.</p> <p>Strategy's Expected Result/Impact: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.</p> <p>Staff Responsible for Monitoring: MTSS coach, assistant principals, and PBIS committee</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>

Strategy 3 Details

Strategy 3: Implement school wide incentives tied to completion of brag boards for PK-5th grade.

Strategy's Expected Result/Impact: Positive incentives and relationships with students will lead to academic success.

Staff Responsible for Monitoring: MTSS coach, assistant principals, and PBIS committee

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: BISSD will identify work/life skills most important for students to know and create a framework for implementing them.

Aligned Performance Objective: By May 2024, students' perceptions of their ability to manage their emotions, thoughts, and behaviors, will increase from 71% to 75% increase students' positive self-perception of self-management and growth mindset skills

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

Strategy 1 Details

Strategy 1: Create a plan to address Social Emotional Learning teacher and student survey data.

Strategy's Expected Result/Impact: Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences.

Staff Responsible for Monitoring: Assistant Principal, MTSS coach, PBIS committee members

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Conduct campus investigations that promote and support a safe and orderly learning environment.

Strategy's Expected Result/Impact: The MTSS team will meet to review and update current campus investigations and support provided for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.

Staff Responsible for Monitoring: Assistant Principal, MTSS coach, CBS coaches

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations.

Strategy's Expected Result/Impact: Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences.

Staff Responsible for Monitoring: Assistant Principals, MTSS coach, CBS coach, and PBIS committee

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 3: Strategic Priority:

BISD 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 43% to 63% and STAAR Reading from 52% to 72%

Evaluation Data Sources: 2024 Accountability Data, AT data, Mock STAAR Data, Formative assessment data, other campus data source, interim STAAR data

Strategy 1 Details

Strategy 1: Implement grade-appropriate and feasible academic and behavioral processes to ensure student ownership of individual goal setting

Strategy's Expected Result/Impact: Using academic and SEL data, students will be able to target specific Essentials Standards and monitor their own growth. In doing this, students will take ownership of their learning and motivate them to growth in their learning.

Staff Responsible for Monitoring: Principal, Instructional Coaches, Guiding Collation

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPL) structures

Strategy's Expected Result/Impact: By having effective CBPLs, grade levels will see a consistent set of standards across the campus and use time effectivity to talk about all students.

Staff Responsible for Monitoring: Principal, Instructional Coaches, CBPL leads

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 3 Details

Strategy 3: Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives.

Strategy's Expected Result/Impact: Using SEL data will allow the PBIS committee to target specific lessons needed for our student population. Aligned SEL lessons will increase student coping skills, social skills and reduce student discipline referrals and absences.

Staff Responsible for Monitoring: Principal, Assistant Principals. MTSS coach

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

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 Framework with 80% fidelity.

Evaluation Data Sources: HQIM-Aligned Measurement Tool, Amplify, Zearn, Eureka

Strategy 1 Details

Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed.

Strategy's Expected Result/Impact: By implementing Eureka and Amplify curriculum with fidelity, the learning of all students will ultimately support the academic achievement and growth in all areas.

Staff Responsible for Monitoring: Principal, ELAR Instructional coach, Early Literacy Coach, CBPL leads

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Strategy 2 Details

Strategy 2: Provide feedback to teaching staff on pacing and adherence to the level of rigor in instructional materials

Strategy's Expected Result/Impact: By implementing Eureka and Amplify curriculum with fidelity, the learning of all students will ultimately support the academic achievement and growth in all areas.

Staff Responsible for Monitoring: Principal, Instructional Coach, Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Ensure teachers have sufficient planning time to internalize and /or prepare lessons, analyze students work and collaborate

Strategy's Expected Result/Impact: By having effective planning time, grade levels will see a consistent set of standards across the campus and use time effectivity to talk about all students. With students at the focal point of our PLC's, the impact on the growth will increase.

Staff Responsible for Monitoring: Principal, Early Literacy Teacher, Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Aligned Performance Objective: By 2024, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet 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, other campus data sources

Strategy 1 Details

Strategy 1: 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: Strong co-teach practices allow students with disabilities equitable access to the curriculum. When students have access to a guaranteed and viable curriculum they are able to gain a deeper understanding of the content and master essential standards.

Staff Responsible for Monitoring: Principal, Assistant Principals, RTI, Special Education, Dyslexia teachers,

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Strategy 2 Details

Strategy 2: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing.

Strategy's Expected Result/Impact: Implement a daily schedule for EB students lead by our ESL TA to target Listening, Speaking, Reading and Writing skills by utilizing Summit K12 program. This will increase scores on TELPAS to show one years growth for each EB identified student.

Staff Responsible for Monitoring: Principal, Assistant Principal, ESLteachers, Bilingual teacher PK-1st

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Implement coordinated and proactive structures to address intervention and/or enrichment for all students

Strategy's Expected Result/Impact: Strong reading and math interventions and/or enrichment practices, during WIN time, allow students with equitable access to the interventions based on 'what they need' . When students have access to a guaranteed and viable interventions, they are able to gain a more growth in their current instruction.

Staff Responsible for Monitoring: Principal, RTI Lead Teacher, RTI TA's, GT teacher, Instructional Coaches,

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- 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

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: Possible Data Source(s): Professional Learning Plan evaluation data, TTESS, employee portfolios

Strategy 1 Details

Strategy 1: Create a campus based system for monitoring professional learning portfolios.

Strategy's Expected Result/Impact: At Mina Elementary, we will provide training and support of implementing HQMI practices, so that all teachers will be trained for consistency. Having consistency will lead to equitable learning environments for all students .

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- 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

Strategy 2 Details

Strategy 2: Campus calendar indicates dedicated time fo training and ongoing job embedded professional development on content specific teaching practices

Strategy's Expected Result/Impact: At Mina Elementary, we will provide training and support of implementing HQIM practices (academic conversations, academic vocabulary and HOTQ) in daily instruction. These research based high-yield practices support the learning of all students which ultimately supports the academic achievement and growth in all language domains.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Strategy 3 Details

Strategy 3: Develop and implement a campus based system for creating, practicing, and delivering professional learning

Strategy's Expected Result/Impact: At Mina Elementary, we will provide training and support of implementing HQIM practices (academic conversations, academic vocabulary and HOTQ) in daily instruction. These research based high-yield practices support the learning of all students which ultimately supports the academic achievement and growth in all language domains.

Staff Responsible for Monitoring: Principal, Assistant Principals, instructional Coaches,

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

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: Student attendance will increase from 92.84% to 94%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Strategy 1 Details

Strategy 1: Create a campus attendance action plan.

Strategy's Expected Result/Impact: Meet and/or exceed the districts attendance goal of 94% because we know when students are at school they are learning.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Classroom Teachers, Truancy Officer,

TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Implement truancy prevention process to monitor students with chronic absences and/or who are at high risk for not meeting attendance requirements.

Strategy's Expected Result/Impact: Increase our attendance percentage by 2 points; 95% meaning more students are present to receive an education.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Classroom Teachers, Truancy Officer

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 3 Details

Strategy 3: Implement attendance incentive to target attendance, tardies and early pickups.

Strategy's Expected Result/Impact: See a decrease in tardies and early pickups and in increase in attendance. Being at school on time ensures students start the day with their peers and when they are pulled out early, they miss out on important instruction.

Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk, Classroom teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, 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 2: Strategic Priority: BISSD 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 will increase from 71% to 75%

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

Strategy 1 Details

Strategy 1: Provide safety drill training and debrief for staff and students throughout the year.

Strategy's Expected Result/Impact: Improve overall response time to a crisis/emergency situation by practicing monthly drills.

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Analyze visitor check-in/check-out practices to determine possible training and/or resource needs

Strategy's Expected Result/Impact: Review current practices to ensure they are aligned with campus expectations monthly to address areas of concern in order to decrease the time it takes for tardy students/parent to check-in and get to their classrooms and avoiding lost instruction time.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 3 Details

Strategy 3: Improve facility infrastructure to positively impact campus safety

Strategy's Expected Result/Impact: Consistency throughout campus for all Teacher & Staff have classroom doors locked during the day; Staff approach unfamiliar guests to ensure check-in at the office; adhere to expected safety protocols established by Campus Safety Team for all areas in and around the campus.

Weekly interior and exterior door checks throughout campus completed by Assistant Principals and/or BISD PD and results housed in Safety Binder in the front office to monitor issues and address ongoing issues quickly.

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities:

Improve low-performing schools

- 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 9% to 5%

Evaluation Data Sources: Staff retention data reports

Strategy 1 Details
<p>Strategy 1: Employing personalized strategies to retain staff</p> <p>Strategy's Expected Result/Impact: When teachers feel welcomed, support, and valued on a campus, they are more likely to return from year to year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Sunshine Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Provide ongoing support for teacher leaders in adult facilitation and team dynamics</p> <p>Strategy's Expected Result/Impact: Time spent on team building and restoration has a huge impact on the quality of education that students receive on a daily basis.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>
Strategy 3 Details
<p>Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.</p> <p>Strategy's Expected Result/Impact: Teacher seek out feedback, peer observations, and team coaching which has a huge impact on the quality of education that students receive on a daily basis as well as how teachers feel about their teaching ability.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Mentors</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 2: Strategic Staffing, Lever 5: Effective Instruction</p>

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% increased positive perceptions of parent and community engagement opportunities

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

Strategy 1 Details

Strategy 1: Collaborate with campus PTA to provide support and increase parent engagement efforts

Strategy's Expected Result/Impact: Attending our PTA meetings as well as PTA board meetings on our campus, gives a good gauge of how we doing as a campus. They bring ideas and feedback that help make our campus better and stronger.

Staff Responsible for Monitoring: Principal, Assistant Principals, PTA Board

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Provide capacity-building events for parents and families on critical aspects of student learning

Strategy's Expected Result/Impact: When parents are on our campus, they are seeing all the great things that are taking place along with given ideas, strategies, and activities that they can do at home to support students at home.

Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Integrate multiple communication strategies with families into teacher roles and responsibilities

Strategy's Expected Result/Impact: Communication is often the key to a successful school. Keeping everyone informed and on the page, will ensure students are getting the best home to school connection possible.

Staff Responsible for Monitoring: Principal, Counselors, Staff PTA members

TEA Priorities:

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

- ESF Levers:

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 2: Strategic Priority: BISSD 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 business and community member participating in campus committees and events will increase by 8%.

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

Strategy 1 Details

Strategy 1: Engage community and business partners in meaningful opportunities to participate

Strategy's Expected Result/Impact: Students need to see that the Bastrop community and business they visit are involved in their learning and see that it is just as important as their parents and teachers do.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Recognize community and business participation and/or sponsorship in campus newsletters and on social media

Strategy's Expected Result/Impact: Students, parents, and teachers need to see that the Bastrop community and business they visit are involved in their learning and see that it is just as important as they do.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Connect high school to career and college, 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: Establish an inclusive campus welcoming system that engages all visitors

Strategy's Expected Result/Impact: When parents are on our campus, they are seeing all the great things that are taking place along with given ideas, strategies, and activities that they can do at home to support students at home.

Staff Responsible for Monitoring: Principal, Assistant Principals

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