

Bastrop Independent School District

Colony Oaks Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Colony Oaks Elementary School ensures high levels of learning for all students and staff in a safe and secure environment, enabling all students to achieve success at or above grade level.

Vision

Colony Oaks Elementary School will be known for ensuring high levels of academic achievement in that all students make at least one year's growth from year to year.

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Goal 1: Student Achievement: By May 2026, COE will increase the number of 3rd-5th grade students achieving Meets Grade Level on STAAR Math and Reading from 36% to 41%, up from a "D" to a "C" in Domain 1. 4

Goal 2: Student Growth: By May 2026, COE will increase the number of 3rd-5th grade students who meet annual growth on STAAR Math and Reading and increase our Annual Growth score from a 67 to 71, up from a "C" to a "B" in Domain 2A. 10

Goal 3: Closing the Gaps Student Goal: By May 2026, COE Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet our Closing the Gaps Targets on STAAR Math and Reading by increasing their Meets percentage to 37% in Reading and 42% in Math. 14

Goals

Goal 1: Student Achievement: By May 2026, COE will increase the number of 3rd-5th grade students achieving Meets Grade Level on STAAR Math and Reading from 36% to 41%, up from a "D" to a "C" in Domain 1.

Performance Objective 1: COE will increase the number of 3rd-5th grade students achieving the Meets threshold on MOY Math MAP and Math MOCK STAAR from 29% on 2025 STAAR to 35%.

Evaluation Data Sources: NWEA MATH MAP
Math MOCK STAAR

Strategy 1 Details	Reviews		
Strategy 1: COE will offer after-school tutoring in Math for 3rd-5th grade students once per week for a total of 24 weeks. Strategy's Expected Result/Impact: By offering after school tutoring, we will be able to provide differentiated, small group instruction those students who are needing more individualized or repetitive instruction. Staff Responsible for Monitoring: District Instructional Coaches Campus Principal Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: All 3rd-5th Grade Math Teachers will be provided one full day of planning per semester in addition to bi-weekly CBPL that will focus on shared goals, continuous improvement through activities like analyzing student data, discussing new research, and trying new instructional strategies. Strategy's Expected Result/Impact: By providing frequent planning and campus based professional learning opportunities, Tier 1 lessons will be on grade level targeted to students' needs. Work samples will be aligned with Tier 1 instruction, campus based assessments, and STAAR. Staff Responsible for Monitoring: District Instructional Coaches Campus Principal Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coach - 211 - Title I, Part A - 6119		Formative		Summative
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Goal 1: Student Achievement: By May 2026, COE will increase the number of 3rd-5th grade students achieving Meets Grade Level on STAAR Math and Reading from 36% to 41%, up from a "D" to a "C" in Domain 1.

Performance Objective 2: COE will increase the number of 3rd-5th grade students achieving the Meets threshold on MOY Reading MAP and Reading MOCK STAAR from 44% on 2025 STAAR to 50%.

Evaluation Data Sources: NWEA Reading MAP
Reading MOCK STAAR

Strategy 1 Details	Reviews		
Strategy 1: COE will offer after-school tutoring in Reading for 3rd-5th grade students once per week for a total of 24 weeks. Strategy's Expected Result/Impact: By offering after school tutoring, we will be able to provide differentiated, small group instruction those students who are needing more individualized or repetitive instruction. Staff Responsible for Monitoring: District Instructional Coaches Campus Principal Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: All 3rd-5th Grade Reading Teachers will be provided one full day of planning per semester in addition to bi-weekly CBPL that will focus on shared goals, continuous improvement through activities like analyzing student data, discussing new research, and trying new instructional strategies. Strategy's Expected Result/Impact: By providing frequent planning and campus based professional learning opportunities, Tier 1 lessons will be on grade level targeted to students' needs. Work samples will be aligned with Tier 1 instruction, campus based assessments, and STAAR. Staff Responsible for Monitoring: District Instructional Coaches Campus Principal Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Goal 1: Student Achievement: By May 2026, COE will increase the number of 3rd-5th grade students achieving Meets Grade Level on STAAR Math and Reading from 36% to 41%, up from a "D" to a "C" in Domain 1.

Performance Objective 3: COE will retain at least 80% of our TTESS proficient Teachers from the 25-26 to the 26-27 school year.

Evaluation Data Sources: TTESS

Strategy 1 Details	Reviews		
Strategy 1: COE will offer professional development trainings for all staff, at least once a month ,focused on classroom management and instruction. Strategy's Expected Result/Impact: By offering monthly professional development, our staff will feel adequately prepared and successful in the classroom. Staff Responsible for Monitoring: District Instructional Coaches Campus MTSS Coach Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Fully certified teachers, who scored an average of Proficient or higher on their 24-25 TTESS at COE, are not participating in TIA, and are in the same content and subject, will have an opportunity to waive their 25-26 formal TTESS observation. Strategy's Expected Result/Impact: By offering our proficient teachers a TTESS waiver, we are showing them that we know they are competent to teach their grade and content and respecting them and their craft. Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		Summative
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Goal 2: Student Growth: By May 2026, COE will increase the number of 3rd-5th grade students who meet annual growth on STAAR Math and Reading and increase our Annual Growth score from a 67 to 71, up from a "C" to a "B" in Domain 2A.

Performance Objective 1: COE will have at least 70% of our Kindergarten through 5th grade students show an increase in achievement from BOY Math MAP to MOY Math MAP.

Evaluation Data Sources: NWEA Math MAP

Strategy 1 Details	Reviews		
Strategy 1: COE will hold BOY and MOY Response to Intervention meetings to create individualized student intervention plans for Math to ensure all students are making projected growth. Strategy's Expected Result/Impact: By holding BOY and MOY RtI meetings, we will be able to identify, with teachers, that all students are on track for making projected growth and make plans for those who are not. Staff Responsible for Monitoring: RtI Lead Teacher Title I: 2.53, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: All 3rd-5th Grade students will use either My Path Math and or Eureka daily to track their growth. Strategy's Expected Result/Impact: By using online platforms, we can track usage and growth and use the information to encourage students to take ownership of their learning. Staff Responsible for Monitoring: RtI Lead Teacher Classroom Teacher Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
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Goal 2: Student Growth: By May 2026, COE will increase the number of 3rd-5th grade students who meet annual growth on STAAR Math and Reading and increase our Annual Growth score from a 67 to 71, up from a "C" to a "B" in Domain 2A.

Performance Objective 2: COE will have at least 70% of our Kindergarten through 5th grade students show an increase in achievement from BOY Reading MAP to MOY Reading MAP.

Evaluation Data Sources: NWEA Reading MAP

Strategy 1 Details	Reviews		
Strategy 1: COE will hold BOY and MOY Response to Intervention meetings to create individualized student intervention plans for Reading to ensure all students are making projected growth. Strategy's Expected Result/Impact: By holding BOY and MOY RtI meetings, we will be able to identify, with teachers, that all students are on track for making projected growth and make plans for those who are not. Staff Responsible for Monitoring: RtI Lead Teacher Title I: 2.53, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: All 3rd-5th Grade students will use either My Path Reading and or Amplify daily to track their growth. Strategy's Expected Result/Impact: By using online platforms, we can track usage and growth and use the information to encourage students to take ownership of their learning. Staff Responsible for Monitoring: RtI Lead Teacher Classroom Teacher Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
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Goal 2: Student Growth: By May 2026, COE will increase the number of 3rd-5th grade students who meet annual growth on STAAR Math and Reading and increase our Annual Growth score from a 67 to 71, up from a "C" to a "B" in Domain 2A.

Performance Objective 3: By May 2026, COE will increase our attendance rate from 94.1% to 95% for grades PK-5th.

Evaluation Data Sources: Skyward Attendance

Strategy 1 Details	Reviews		
Strategy 1: The COE Attendance Clerk and Principal will meet weekly to discuss PK-5th grade students who have 3 or more unexcused absences. Strategy's Expected Result/Impact: By meeting weekly, we will be able to identify and intervene quickly, students who are frequently absent in order to reduce future absences and ensure optimal instructional time for all students. Staff Responsible for Monitoring: Attendance Clerk Campus Principal Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: COE will educate families and students on our attendance policies and the importance of coming to school in addition to tracking grade level attendance percentages to ensure we are maximizing students' learning opportunities in our monthly parent newsletters. Strategy's Expected Result/Impact: By educating families and making them aware of attendance rates and trends, our families will feel a sense of ownership when it comes to our attendance rates and the importance of coming to school. Staff Responsible for Monitoring: Attendance Clerk Campus Principal Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: capacity building supplies for parents and families - 211 - Title I, Part A	Formative		Summative
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Goal 3: Closing the Gaps Student Goal: By May 2026, COE Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet our Closing the Gaps Targets on STAAR Math and Reading by increasing their Meets percentage to 37% in Reading and 42% in Math.

Performance Objective 1: COE will have at least 35% of their 3rd-5th Grade High Focus Students score in the Meets threshold on MOY Math MAP.

Evaluation Data Sources: NWEA Math MAP

Strategy 1 Details		Reviews		
Strategy 1: COE High Focus students will be seen in a Math small group instructional setting with an intervention staff member, tutor, and or teacher at least 2 times per week for 30 minutes. Strategy's Expected Result/Impact: By ensuring our High Focus students are seen in a small group at least 2 times per week, we will reach our closing the gaps interim target. Staff Responsible for Monitoring: RtI Lead Teacher Classroom Teacher Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: COE will ensure that all High Focus students know how to use their specified instructional and testing accommodations for Math and are using them regularly in order to be successful at or above grade level. Strategy's Expected Result/Impact: By ensuring students know how to use their accommodations and use them with fidelity, they will have a greater opportunity to be successful in class and on assessments. Staff Responsible for Monitoring: Special Education Teacher 504 Coordinator LPAC Coordinator Classroom Teacher RtI Lead Teacher Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
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Performance Objective 2: COE will have at least 35% of their 3rd-5th Grade High Focus Students score in the Meets threshold on MOY Reading MAP.

Evaluation Data Sources: NWEA Reading MAP

Strategy 1 Details	Reviews		
Strategy 1: COE High Focus students will be seen in a Reading small group instructional setting with an intervention staff member, tutor, and or teacher at least 2 times per week for 30 minutes. Strategy's Expected Result/Impact: By ensuring our High Focus students are seen in a small group at least 2 times per week, we will reach our closing the gaps interim target. Staff Responsible for Monitoring: RtI Lead Teacher Classroom Teacher Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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