

Bastrop Independent School District

Camino Real Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Our mission is to create a safe and respectful learning environment where students explore, grow, and achieve their fullest potential by delivering engaging and meaningful learning opportunities for all students every day.

Vision

Our vision is for every student to realize their value, take risks, and forge pathways to their future where anything is possible.

Value Statement

Collaboration-Community- Cultural Diversity

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Goals

Goal 1: Goal 1: Student Achievement: By May 2026, increase the percentage of students at Meets Grade Level on STAAR Math from 14% to 29% and STAAR Reading from 20% to 35%.

Performance Objective 1: By May 2026, students in Grades 3-5 will improve on the Math Mock assessment from an average of 8.39% reaching Meets to an average of 12.5% of the students achieving Meets.

Evaluation Data Sources: Evaluation Data Sources: District Math Mock Data

Strategy 1 Details	Reviews		
Strategy 1: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning Practices (CBPLP) structures. Strategy's Expected Result/Impact: This will lead teachers to take ownership of their students' performance and to communicate student data clearly to all stakeholders. Staff Responsible for Monitoring: District Instructional Coaches Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 1	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Implement a data tracking system within the first grading period for teachers in grades 2-5. Strategy's Expected Result/Impact: Teachers can make informed decisions about their teaching practices. Staff Responsible for Monitoring: District Instructional Coaches Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 1	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Implement supplemental intervention resources such as Zearn and Amplify Burst with 85% fidelity Strategy's Expected Result/Impact: Students identified under HB1416 will show improvement in closing the gap data by 45%. Staff Responsible for Monitoring: RTI Lead Teacher Title I: 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 1	Formative		Summative
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Goal 1: Goal 1: Student Achievement: By May 2026, increase the percentage of students at Meets Grade Level on STAAR Math from 14% to 29% and STAAR Reading from 20% to 35%.

Performance Objective 2: By May 2026, implement High-Quality Instructional Materials aligned to math, reading, and science frameworks with 90% fidelity.

Evaluation Data Sources: BISD Walkthrough Form, CBPL agendas, coaching cycles

Strategy 1 Details	Reviews		
Strategy 1: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate. Strategy's Expected Result/Impact: This will allow teachers time to internalize the lessons, participate in lesson rehearsals, and analyze student work. Staff Responsible for Monitoring: Campus Administration, District Instructional Coaches, and CBPL Leaders Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 1	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Regularly monitor the usage and implementation of the provided adopted materials as designed. Strategy's Expected Result/Impact: This will ensure HQIM will be used with fidelity in both reading and math instruction. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.53 - 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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Strategy 3 Details	Reviews		
Strategy 3: Provide feedback to teaching staff, both through formal and informal observations and walkthroughs, on pacing and adherence to the level of rigor in instructional materials. Strategy's Expected Result/Impact: This will ensure teachers are staying on schedule and addressing the TEKS as required by TEA. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 1	Formative		Summative
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Goal 1: Goal 1: Student Achievement: By May 2026, increase the percentage of students at Meets Grade Level on STAAR Math from 14% to 29% and STAAR Reading from 20% to 35%.

Performance Objective 3: The percentage of all students achieving academic growth at all grade levels, from Kindergarten to 5th grade, will increase by 15% from BOY to MOY on MAP Math assessments.

Evaluation Data Sources: NWEA MAP Growth Data

Strategy 1 Details		Reviews		
Strategy 1: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations, during intervention instruction Strategy's Expected Result/Impact: Students in special population groups will be afforded the same support and academic rigor as their grade-level peers not identified in special populations. Staff Responsible for Monitoring: Campus Administration, RTI Lead Teacher, and District Instructional Coaches Title I: 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Superintendent Goals: SG 1		Formative		Summative
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Goal 2: Goal 2: Student Growth: By May 2026, the percentage of all students achieving academic growth at all grade levels, from Kindergarten to 5th grade, will increase by 15%.

Performance Objective 1: By May 2026, the percentage of students in grades 3-5 who are served in Special Programs and obtain a "Meets" rating on all STAAR exams is expected to increase from 5.51% to 10.0%.

Evaluation Data Sources: 2026 Accountability Data

Strategy 1 Details		Reviews		
Strategy 1: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations, during Tier 1 instruction. Strategy's Expected Result/Impact: Students in special population groups will be afforded the same support and academic rigor as their grade-level peers in all academic areas. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Implement coordinated and proactive structures to address intervention and/or enrichment for all students. Strategy's Expected Result/Impact: This will ensure intervention time is meaningful and aligned with HQIM and resources. Staff Responsible for Monitoring: RTI Lead and Campus Administration Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2		Formative		Summative
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Goal 2: Goal 2: Student Growth: By May 2026, the percentage of all students achieving academic growth at all grade levels, from Kindergarten to 5th grade, will increase by 15%.

Performance Objective 2: By May 2026, increase the percentage of Emergent Bilingual students showing growth on the Texas English Language Proficiency Assessment System (TELPAS) to 51%.

Evaluation Data Sources: 2026 Accountability Data for TELPAS

Strategy 1 Details	Reviews		
Strategy 1: Emergent Bilingual students in grades 2-5 will have consistent access to Summit K-12, an online platform that focuses on closing the gaps and ensuring growth for all students. Strategy's Expected Result/Impact: Emergent Bilingual students will increase their English listening, speaking, reading and writing skills. Staff Responsible for Monitoring: Multilingual Dept. Support Staff, Campus Administration, and Teachers in 2-5 Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Goal 2: Goal 2: Student Growth: By May 2026, the percentage of all students achieving academic growth at all grade levels, from Kindergarten to 5th grade, will increase by 15%.

Performance Objective 3: By May 2026, 85% of staff members engaged in BISD professional development sessions will be prepared to apply new learning in a short time frame.

Evaluation Data Sources: Walkthrough and classroom observation data

Strategy 1 Details	Reviews		
Strategy 1: The campus calendar indicates dedicated time for training and ongoing job-embedded professional development on content-specific teaching practices. Strategy's Expected Result/Impact: This will ensure teachers and staff have dedicated time to reflect on their practices and ensure their professional growth in teaching and learning practices. Staff Responsible for Monitoring: Campus Administration and District Instructional Coaches Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Create a structure for cross-campus peer observation of HQIM and strategy implementation, including debriefing and action planning. Strategy's Expected Result/Impact: This will allow content-specific teachers the opportunity to observe, learn from, and engage in conversations with their colleagues to grow their knowledge and skills as they support their students. Staff Responsible for Monitoring: District Instructional Coaches Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Superintendent Goals: SG 2	Formative		Summative
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Goal 3: Goal 3: Closing the Gaps: By May 2026, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

Performance Objective 1: By May 2026, increase student attendance from 93% to 94%.

Evaluation Data Sources: PEIMS Attendance Data

Strategy 1 Details		Reviews		
Strategy 1: Parents and families will be informed of the state's and district's requirements for student attendance and thus improving students' attendance. Strategy's Expected Result/Impact: Parents and families will be informed of the state's and district's requirements for student attendance and thus improving students' attendance. Staff Responsible for Monitoring: Campus Administration and Attendance Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Superintendent Goals: SG 3		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Provide training to campus staff on the district's procedures to address attendance requirements. Strategy's Expected Result/Impact: Teachers will be better informed and can communicate accurate information to parents and families. Staff Responsible for Monitoring: Campus Administration and Attendance Clerk Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 3		Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Send commendation letters and/or awards to students and parents, guardians, or caregivers for improved and perfect school attendance. Strategy's Expected Result/Impact: Teachers and staff will build positive relationships with students, parents, and families to increase student attendance. Staff Responsible for Monitoring: Campus Administration and Attendance Clerk Title I: 2.53 - 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 - Superintendent Goals: SG 3		Formative		Summative
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Goal 3: Goal 3: Closing the Gaps: By May 2026, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

Performance Objective 2: By May 2026, the percentage of students who receive disciplinary actions resulting in loss of classroom time will decrease by 10%.

Evaluation Data Sources: Skyward Discipline Reports and BISD Discipline Behavior Dashboard

Strategy 1 Details	Reviews		
Strategy 1: Provide campus-based professional development focused on de-escalation and student misbehaviors. Strategy's Expected Result/Impact: Teachers can become proactive in mitigating student disruptions to the learning environment. Staff Responsible for Monitoring: Campus Administration Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Provide professional development for new teachers (with 0-2 years of teaching experience) on the 6 Indicators of a Well-Managed Classroom, and follow up with walkthroughs and support. Strategy's Expected Result/Impact: Students and staff will be informed of expected behavior, thus allowing for a more positive campus environment. Staff Responsible for Monitoring: Campus Administration Title I: 2.533 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: The campus will partner with Connections Individual and Family Services to provide additional support to 5% of our student enrollment in developing life skills and enhancing their social/emotional well-being. Strategy's Expected Result/Impact: Students will gain confidence in their abilities to deal with daily challenges Staff Responsible for Monitoring: School Counselor Title I: 2.531, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 3	Formative		Summative
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Goal 3: Goal 3: Closing the Gaps: By May 2026, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.

Performance Objective 3: By May 2026, 90% of classrooms will regularly use at least three district-approved educational technology tools.

Evaluation Data Sources: Digital Learning aligned walkthrough data, BISD Walkthrough Form, CBPL Agendas

Strategy 1 Details	Reviews		
Strategy 1: Provide equitable opportunities for all students to collaborate and gather evidence digitally to demonstrate students taking responsibility for their learning. Strategy's Expected Result/Impact: CRE students will utilize technology as part of their everyday learning, as evident in their lessons, projects, and assignments. Staff Responsible for Monitoring: Campus Administration and Campus Boot Up Committee Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Girls Who Code Club will increase membership to 45 students in grades 3-5. Strategy's Expected Result/Impact: Students will be exposed to emerging technologies such as A.I. and improve their skills for a rapidly changing tech industry. Staff Responsible for Monitoring: Girls Who Code Staff Sponsors Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Provide opportunities at least twice monthly for students to share their thinking by speaking or writing using digital tools. Strategy's Expected Result/Impact: Increased student engagement and preparation for their future careers Staff Responsible for Monitoring: Campus Administration and Campus Boot Up Committee Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Superintendent Goals: SG 3	Formative		Summative
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Goal 4: Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: By May 2026, reduce teacher turnover to 10%.

Evaluation Data Sources: Human Resources and Texas Performance Reporting System (TPRS) retention data

Strategy 1 Details		Reviews		
Strategy 1: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. Strategy's Expected Result/Impact: This will ensure teachers are provided feedback that is both clear and meaningful to help them develop their teaching skills. Staff Responsible for Monitoring: Campus Administration Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Superintendent Goals: SG 4		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Employ personalized strategies to retain staff. Strategy's Expected Result/Impact: This aims to build positive rapport between staff and campus leadership and ensure staff are both supported and have a platform to express their concerns and questions. Staff Responsible for Monitoring: Campus Administration Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 4		Formative		Summative
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No Progress



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

Performance Objective 2: By May 2026, data reports from Voly will show a 15% increase in participation in parent and family engagement opportunities.

Evaluation Data Sources: Volunteer platform registration, campus sign-in sheets

Strategy 1 Details	Reviews		
Strategy 1: Develop a plan and schedule for a series of Parent Engagement sessions that include a variety of topics, supports, and available services both within the district and our community at large. Strategy's Expected Result/Impact: Parents will engage in sessions that meet their specific needs and connect to the supports and services offered. Staff Responsible for Monitoring: Campus Administration Title I: 2.531 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Superintendent Goals: SG 4	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students. Strategy's Expected Result/Impact: Students and their families experiencing situations such as these will have sources to turn to for information and support. Staff Responsible for Monitoring: Campus Administration and Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Superintendent Goals: SG 4	Formative		Summative
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No Progress



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