

# **Bastrop Independent School District**

## **Emile Elementary**

### **2025-2026 Goals/Performance Objectives/Strategies**



# Mission Statement

Every child will engage in a learning community to succeed in a global world.

## Vision

Emile Elementary will commit to building relationships that appreciates diversity and cultural awareness empowering all students to become confident lifelong learners and problem solvers.

## Value Statement

- We believe our students deserve to be successful in a global world, therefore we will work in collaborative teams and take collective ownership for student learning.
- We believe our students deserve to be successful in a global world, therefore we will implement high quality instructional materials with strong instructional delivery.
- We believe our students deserve to be successful in a global world, therefore we will monitor student learning through the use of standard aligned assessments while improving individual practice and extending student learning.
- We believe our students deserve to be successful in a global world, therefore we will provide systematic intervention and enrichment to all students.

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Goal 3: By May 2026, the campus will increase student growth outcomes as follows: Emergent Bilingual (EB) students from 72% to 80%, Special Education (SpEd) students from 39% to 50%, and Economically Disadvantaged (Eco Dis) students from 60% to 72%. .... 13

# Goals

**Goal 1:** By May 2026, we will increase the percentage of students at Meets Grade Level on Reading STAAR from 44% to 53%, increase the percentage of students at Meets Grade Level on Math STAAR from 38% to 53%, and increase the percentage of students at Meets Grade Level Science STAAR from 23% to 53%.

**Performance Objective 1:** By May 2026, we will increase the average T-TESS Domain 2 score from 37.4% to 40%.

**Evaluation Data Sources:** T-TESS Observation Cycles, Kick Up Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |           |
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| <b>Strategy 1:</b> Instructional rounds conducted once per grading period to monitor and support implementation of high-impact strategies.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and student engagement in the classroom.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches<br><br><b>Title I:</b><br>2.51<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments                                                                                                         | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |           |
| <b>Strategy 2:</b> Campus-Based Professional Learning (CBPL) aligned to: real-time data needs, student work analysis, and high-impact instructional strategies.<br><b>Strategy's Expected Result/Impact:</b> Increase campus wide ownership of student data and overall student performance.<br><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br><br><b>Title I:</b><br>2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Funding Sources:</b> Instructional Coach - 211 - Title I, Part A | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |           |
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| <b>Strategy 3:</b> Tiered teacher support including individualized coaching cycles, peer observations, and bite-sized actionable feedback.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and increase student engagement and participation.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches<br><br><b>Title I:</b><br>2.52<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                  |           |     |           |

**Goal 1:** By May 2026, we will increase the percentage of students at Meets Grade Level on Reading STAAR from 44% to 53%, increase the percentage of students at Meets Grade Level on Math STAAR from 38% to 53%, and increase the percentage of students at Meets Grade Level Science STAAR from 23% to 53%.

**Performance Objective 2:** By May 2026, we will increase the percentage of students exiting HB1416 from 25% to 35%.

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Reviews   |     |           |
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| <b>Strategy 1:</b> RTI team will deliver structured, small-group and individualized interventions based on student data and progress monitoring. Interventions will be aligned with HB 1416 requirements, including frequency and duration guidelines.<br><b>Strategy's Expected Result/Impact:</b> Increase HB1416 student performance and decrease gaps in instructional knowledge<br><b>Staff Responsible for Monitoring:</b> RTI Teacher<br><br><b>Title I:</b><br>2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Funding Sources:</b> Intervention Paraprofessional - 211 - Title I, Part A - 6129 |  | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Reviews   |     |           |
| <b>Strategy 2:</b> Students will maintain individual data folders or trackers to monitor their growth and mastery of specific TEKS. Teachers will facilitate regular data conversations with students to promote ownership and goal setting.<br><b>Strategy's Expected Result/Impact:</b> Students take ownership of their data and increase overall student mastery<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches<br><br><b>Title I:</b><br>2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction                                                                                                                       |  | Formative |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                        |  |           |     |           |

**Goal 2:** By May, 2026, increase the number of students meeting annual growth on STAAR Math from 60% to 71% and STAAR Reading from 65% to 71%

**Performance Objective 1:** By May 2026, the percentage of all students demonstrating academic growth at all levels on the NWEA MAP assessment will increase to 50%.

**Evaluation Data Sources:** NWEA MAP Scores BOY, MOY and EOY

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |           |
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| <b>Strategy 1:</b> Create and monitor a targeted RTI intervention plan including small group interventions based on student performance data, progress monitoring checks every cycle, and routine restructuring of groups to meet student needs.<br><b>Strategy's Expected Result/Impact:</b> Increase student growth data and increase student confidence<br><b>Staff Responsible for Monitoring:</b> RTI Teacher<br><br><b>Title I:</b><br>2.52, 2.53<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction |  | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |           |
| <b>Strategy 2:</b> Monthly targeted professional development with the RTI team and District Instructional coaches on instructional strategies aligned to Eureka and Amplify.<br><b>Strategy's Expected Result/Impact:</b> Increase paraprofessional capacity to increase student growth<br><b>Staff Responsible for Monitoring:</b> RTI Teacher, Instructional Coaches<br><br><b>Title I:</b><br>2.534<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments                   |  | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |           |
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| <b>Strategy 3:</b> Campus wide expectations on MAP testing including goal setting with students, clear testing protocols, and a data analysis protocol to utilize results for instructional planning<br><b>Strategy's Expected Result/Impact:</b> Increase in student data and increase student ownership of their data<br><b>Staff Responsible for Monitoring:</b> RTI Teacher<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments | Formative |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                     |           |     |           |

**Goal 2:** By May, 2026, increase the number of students meeting annual growth on STAAR Math from 60% to 71% and STAAR Reading from 65% to 71%

**Performance Objective 2:** By May 2026, the percentage of students receiving a 0% ECR score will decrease from 44% to 30%.

**Evaluation Data Sources:** ECR STAAR Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews          |            |                  |
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| <b>Strategy 1:</b> Tiered teacher support including coaching cycles, peer observations, and actionable feedback<br><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and increase student engagement and participation<br><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br><br><b>Title I:</b><br>2.51<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction                                                                                                                       | <b>Formative</b> |            | <b>Summative</b> |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews          |            |                  |
| <b>Strategy 2:</b> Professional development targeting writing across the curriculum (integration in all content areas) and scaffolding constructed response writing using exemplars and rubrics<br><b>Strategy's Expected Result/Impact:</b> Increase student capacity in writing and academic vocabulary.<br><b>Staff Responsible for Monitoring:</b> Instructional Coaches, District Literacy Specialist<br><br><b>Title I:</b><br>2.534<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | <b>Formative</b> |            | <b>Summative</b> |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |           |
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| <b>Strategy 3:</b> Just in time CBPL targeting restructuring Amplify prompts to align with STAAR prompts and providing effective student feedback on writing prompts.<br><b>Strategy's Expected Result/Impact:</b> Increase student performance on ECR and SCR on RLA STAAR<br><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br><br><b>Title I:</b><br>2.534<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     | Summative |
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**Goal 2:** By May, 2026, increase the number of students meeting annual growth on STAAR Math from 60% to 71% and STAAR Reading from 65% to 71%

**Performance Objective 3:** By June 2026, the campus will decrease staff turnover to 15.5% or less in order to strengthen staff retention and build instructional consistency.

**Evaluation Data Sources:** Staff retention rates

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |           |
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| <b>Strategy 1:</b> Strengthen mentorship and support for new teachers through coaching and peer collaboration.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and increase overall staff retention rate<br><b>Staff Responsible for Monitoring:</b> Human Resources, Principal, Assistant Principal<br><br><b>Title I:</b><br>2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |           |
| <b>Strategy 2:</b> Increase recognition of staff contributions through monthly celebrations, shout-outs, and appreciation events.<br><b>Strategy's Expected Result/Impact:</b> Increase positive campus culture and climate<br><b>Staff Responsible for Monitoring:</b> Leadership Team<br><br><b>Title I:</b><br>2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals                                     | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |           |
| <b>Strategy 3:</b> Collect staff feedback through surveys at beginning of the year, middle of the year, and end of the year.<br><b>Strategy's Expected Result/Impact:</b> Increase staff retention rate<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Title I:</b><br>2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 2: Strategic Staffing        | Formative |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 3:** By May 2026, the campus will increase student growth outcomes as follows: Emergent Bilingual (EB) students from 72% to 80%, Special Education (SpEd) students from 39% to 50%, and Economically Disadvantaged (Eco Dis) students from 60% to 72%.

**Performance Objective 1:** By May 2026, the overall STAAR performance of Special Education (SpEd) students will increase from 12% to 35%.

**Evaluation Data Sources:** STAAR performance for Special Education students in grades 3 through 5 including RLA STAAR, Math STAAR, and Science STAAR.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |           |
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| <b>Strategy 1:</b> Deliver targeted professional development on Co-teaching models to support inclusive practices for SpEd students and de-escalation strategies and trauma-informed approaches to build positive classroom environments.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and confidence in co-teaching models and de-escalation strategies.<br><b>Staff Responsible for Monitoring:</b> District SPS Staff, MTSS Coach<br><br><b>Title I:</b><br>2.53, 2.533<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |           |
| <b>Strategy 2:</b> Implement tiered instructional support for teachers serving SpEd students through coaching cycles with an inclusion and differentiation focus.<br><b>Strategy's Expected Result/Impact:</b> Increase capacity in staff to address various needs.<br><b>Staff Responsible for Monitoring:</b> District SPS Staff, Instructional Coaches<br><br><b>Title I:</b><br>2.533<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments                                                                | Formative |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                            |           |     |           |

**Goal 3:** By May 2026, the campus will increase student growth outcomes as follows: Emergent Bilingual (EB) students from 72% to 80%, Special Education (SpEd) students from 39% to 50%, and Economically Disadvantaged (Eco Dis) students from 60% to 72%.

**Performance Objective 2:** By May 2026, the campus attendance rate will increase from 94.4% to 95%.

**Evaluation Data Sources:** District Attendance Dashboard

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Reviews   |     |           |
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| <b>Strategy 1:</b> Strengthen PBIS (Positive Behavior Interventions and Supports) implementation through school-wide initiatives such as Caught Being Kind, Brag Boards, and consistent recognition systems and monitoring and increasing SEL fidelity using district-approved resources and structured time in the master schedule.<br><b>Strategy's Expected Result/Impact:</b> Increase positive campus culture and increase overall attendance rate<br><b>Staff Responsible for Monitoring:</b> MTSS Coach<br><br><b>Title I:</b><br>2.533<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture |  | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Reviews   |     |           |
| <b>Strategy 2:</b> Increase attendance rates for EB, SpEd, and Eco Dis students by implementing proactive communication and family outreach and incentivizing attendance through recognition systems, class competitions, and monthly celebrations<br><b>Strategy's Expected Result/Impact:</b> Increase parental communication and decrease absenteeism.<br><b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk<br><br><b>Title I:</b><br>2.53<br><b>- TEA Priorities:</b><br>Improve low-performing schools                                                                                                                                                   |  | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |           |
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| <b>Strategy 3:</b> Campus wide parent engagement activities will include capacity building around attendance, supporting students with reading and other content areas, and understanding assessments.<br><b>Strategy's Expected Result/Impact:</b> Increase in parent capacity to partner with the campus on attendance, student learning, and student assessment.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Funding Sources:</b> Capacity Building supplies for parents and families - 211 - Title I, Part A | Formative |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                      |           |     |           |

**Goal 3:** By May 2026, the campus will increase student growth outcomes as follows: Emergent Bilingual (EB) students from 72% to 80%, Special Education (SpEd) students from 39% to 50%, and Economically Disadvantaged (Eco Dis) students from 60% to 72%.

**Performance Objective 3:** By May 2026, the TELPAS student retention rate will decrease to 10% or less.

**Evaluation Data Sources:** TELPAS Scores

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |           |
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| <b>Strategy 1:</b> Implement monthly Bilingual Campus-Based Professional Learning (CBPL) to support teachers of EB students, focusing on language scaffolds, academic vocabulary, and strategies aligned to the ELPS.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity in the dual language program and instructional practices for emergent bilingual students<br><b>Staff Responsible for Monitoring:</b> Multilingual department, Assistant Principal<br><br><b>Title I:</b><br>2.53, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |           |
| <b>Strategy 2:</b> Just in Time CBPL professional development focused on instructional strategies for Emergent Bilingual students.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity in serving emergent bilingual students and increase student engagement in instruction.<br><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br><br><b>Title I:</b><br>2.53, 2.534<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math                                                                                                             | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |           |
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| <b>Strategy 3:</b> Campus wide instructional focus on student academic conversations and writing across the curriculum.<br><b>Strategy's Expected Result/Impact:</b> Increase in student engagement and academic ownership<br><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br><br><b>Title I:</b><br>2.534<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math                                                   | Formative |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |           |