

Bastrop Independent School District

Lost Pines Elementary

2025-2026 Goals/Performance Objectives/Strategies



Lost Pines
ELEMENTARY SCHOOL

Mission Statement

We are here to ensure high levels of learning every day for every students so they achieve success in school and beyond.

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Goal 3: Domain 3: Closing the Gaps: By the 2026 STAAR, goals for each group are: Reading: All: 50% Hispanic: 35% White 55% High Focus: 40% Math: All: 35% Hispanic: 35% White: 40% High Focus: 30% 13

Goals

Goal 1: Domain 1 Academic Achievement:

By May 2026, increase the percentage of students at Meets Grade Level.

- STAAR Reading: from 30% to 45%
- STAAR Math: from 18% to 35%
- STAAR Science: from 3% to 30%

Performance Objective 1: CBA data for each 3-5 curriculum based assessments:

- Reading: Meets at 45%
- Math: Meets at 35%
- Science: Meets at 30%

Evaluation Data Sources: CBAs

Strategy 1 Details	Reviews		
Strategy 1: The Leadership Team meets to review teacher needs, using insights from structured walkthroughs and follow-up face-to-face feedback to guide support and next steps. Structured walkthroughs will be based on the campus wide instructional non-negotiables. Strategy's Expected Result/Impact: To calibrate the leadership team in walkthroughs and to align and strengthen instruction across the campus. Staff Responsible for Monitoring: Principal Title I: 2.52, 2.53, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Instructional Coach - 211 - Title I, Part A - 6119	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: The Leadership Team will ensure accountability by monitoring and supporting teachers in the effective planning and implementation of campus-wide instructional non-negotiables. Strategy's Expected Result/Impact: To ensure that students are receiving best practices in instruction daily through all lessons. Staff Responsible for Monitoring: Principal, APs, ICs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Students monitor their academic progress by tracking assessment data in their Wingman Folders, engaging in regular goal-setting discussions with classroom teachers. The folders are then reviewed by an additional staff member who provides accountability and support with the student. The Leadership Team collaborates with teachers to disaggregate student performance data and offers targeted feedback and instructional support to ensure continued student growth. Strategy's Expected Result/Impact: To hold all accountable for the data, creating more meaningful buy-in. Staff Responsible for Monitoring: Principal, APs - teacher data Teachers - student data Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
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Goal 1: Domain 1 Academic Achievement:
 By May 2026, increase the percentage of students at Meets Grade Level.
 --STAAR Reading: from 30% to 45%
 --STAAR Math: from 18% to 35%
 --STAAR Science: from 3% to 30%

Performance Objective 2: By 2026 STAAR, we will reduce the % of students receiving a score of 0 on their STAAR ECR to less than 40%.
 2025 data:
 3rd grade: 77% scored a 0
 4th grade: 42% scored a 0
 5th grade: 46% scored a 0

Evaluation Data Sources: ECR writing

Strategy 1 Details	Reviews		
Strategy 1: Students who received a score of 0 will be strategically placed in classrooms based on teacher effectiveness tiers and student performance data to ensure targeted instructional support and maximize academic growth. Strategy's Expected Result/Impact: To ensure that students who are not meeting standard on ECR are placed in a strong teacher's classroom. Staff Responsible for Monitoring: Principal 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 2: Strategic Staffing	Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: A designated day each week will be dedicated to a focused writing intervention across all grade levels, core content areas, and support classes to ensure consistent, campus-wide emphasis on writing development. Strategy's Expected Result/Impact: To provide students with this set aside time for writing to keep them practicing and expanding their ability. Staff Responsible for Monitoring: Principals, APs, and ICs to monitor teacher implementation. Teachers monitoring student's work. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: CBPL will emphasize the integration of daily writing across all content areas to strengthen ECR scores. Teachers will provide ongoing, targeted support to guide students through the stages of the writing process. As students demonstrate mastery of each step, they will advance to the next phase, ensuring a structured and personalized approach to writing development. Strategy's Expected Result/Impact: A gradual release for this will result in students showing mastery of each step before being asked to write a full ECR at one time. Staff Responsible for Monitoring: Teachers monitoring students. ICs/Admin monitoring teacher implementation. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative		Summative
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Strategy 4 Details	Reviews		
Strategy 4: The RLA Instructional Coach will conduct targeted writing conferences with 4th and 5th grade students who received a score of 0 on the Extended Constructed Response (ECR) to provide individualized feedback, support skill development, and improve future writing performance. Strategy's Expected Result/Impact: To provide targeted support for these students who haven't grown in their writing craft. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: Instructional Coach - 211 - Title I, Part A	Formative		Summative
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Goal 2: Domain 2: Student Growth:

In every class, 80% of students will maintain performance level or grow.

Performance Objective 1: CBA data for each 3-5 curriculum based assessments:

--Reading: Meets at 45%

--Math: Meets at 35%

--Science: Meets at 30%

Evaluation Data Sources: CBAs

Strategy 1 Details	Reviews		
Strategy 1: Leadership Team meetings will maintain a strong focus on student data to monitor academic progress and drive instructional decisions. At the beginning of the year, one-on-one data conferences will be held with 4th and 5th grade teachers to analyze cohort movement from the previous year and to develop strategic plans for accelerating student growth in the current year. Strategy's Expected Result/Impact: To create accountability for teachers in their student data. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - 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	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Students monitor their academic progress by tracking assessment data in their Wingman Folders, engaging in regular goal-setting discussions with classroom teachers. The folders are then reviewed by an additional staff member who provides accountability and support with the student. The Leadership Team collaborates with teachers to disaggregate student performance data and offers targeted feedback and instructional support to ensure continued student growth. Strategy's Expected Result/Impact: To create buy in and accountability for students and their own data. Staff Responsible for Monitoring: Teachers/Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: The top three classes demonstrating the most growth from Beginning-of-Year (BOY) to Middle-of-Year (MOY) MAP assessments will be recognized during a celebratory assembly. Additionally, the top 15 students with the highest individual growth will be honored. Parents of these students will be invited to attend the event as a surprise to celebrate their child's achievement, during which awards and medals will be presented. Strategy's Expected Result/Impact: To create buy in, accountability, but also incentive for student success. Staff Responsible for Monitoring: ICs - monitor data Admin - monitors implementation Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
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Goal 2: Domain 2: Student Growth:
 In every class, 80% of students will maintain performance level or grow.

Performance Objective 2: 50% of all HB 1416 students will move a threshold in performance.

CBA data for each 3-5 curriculum based assessments:
 --Reading: Meets at 45%
 --Math: Meets at 35%
 --Science: Meets at 30%

Evaluation Data Sources: CBAs

Strategy 1 Details	Reviews		
Strategy 1: Teachers will document student progress and targeted instructional focuses for each intervention session to ensure data-driven instruction and monitor academic growth over time. Strategy's Expected Result/Impact: To ensure compliance for intervention time, and impact students needing Tier 2 interventions. Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Intervention Paraprofessional - 211 - Title I, Part A - 6129	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Each teacher will identify five priority students to focus on for advancing to the next proficiency level. Teachers, students, and members of the leadership team will engage in ongoing, data-informed conversations to monitor progress, provide support, and ensure each student meets targeted growth goals. Strategy's Expected Result/Impact: To ensure that our HB 1416 students are moving out of the DMN threshold. Staff Responsible for Monitoring: Teachers - student growth Admin - teacher focus Title I: 2.51, 2.52, 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	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Leadership team will bring in teachers at least 5 times throughout the year to look at class data, specifically HB 1416 students, to monitor academic growth. Strategy's Expected Result/Impact: To ensure focus on student growth. Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
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Goal 3: Domain 3: Closing the Gaps:

By the 2026 STAAR, goals for each group are:

Reading:

All: 50%

Hispanic: 35%

White 55%

High Focus: 40%

Math:

All: 35%

Hispanic: 35%

White: 40%

High Focus: 30%

Performance Objective 1: CBA data for each 3-5 curriculum based assessments:

--Reading: Meets at 45%

--Math: Meets at 35%

--Science: Meets at 30%

Evaluation Data Sources: CBAs

Strategy 1 Details		Reviews		
Strategy 1: The Leadership Team meets to review teacher needs, using insights from structured walkthroughs and follow-up face-to-face feedback to guide support and next steps. Structured walkthroughs will be based on the campus wide instructional non-negotiables. Strategy's Expected Result/Impact: To keep the focus on instruction and give immediate feedback to teachers. Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 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		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: The Leadership Team will ensure accountability by monitoring and supporting teachers in the effective planning and implementation of campus-wide instructional non-negotiables. Strategy's Expected Result/Impact: To support teachers in planning to ensure alignment of classroom instruction. Staff Responsible for Monitoring: Admin ICs Title I: 2.51, 2.52, 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Students monitor their academic progress by tracking assessment data in their Wingman Folders, engaging in regular goal-setting discussions with classroom teachers. The folders are then reviewed by an additional staff member who provides accountability and support with the student. The Leadership Team collaborates with teachers to disaggregate student performance data and offers targeted feedback and instructional support to ensure continued student growth. Strategy's Expected Result/Impact: To ensure that our lowest performing students from all sub pops feel supported and also are held accountable for their own growth. Staff Responsible for Monitoring: Teachers Admin All staff - wingman plan Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Assistant Principal - 211 - Title I, Part A - 6119		Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Domain 3: Closing the Gaps:
By the 2026 STAAR, goals for each group are:
Reading:
All: 50%
Hispanic: 35%
White 55%
High Focus: 40%

Math:
All: 35%
Hispanic: 35%
White: 40%
High Focus: 30%

Performance Objective 2: By the 2026 STAAR administration, at least 55% of students will demonstrate growth in their overall composite proficiency level on the TELPAS assessment.

Evaluation Data Sources: Telpas mini-lesson data
Telpas practice test
Telpas assessment

Strategy 1 Details		Reviews		
Strategy 1: Multilingual CBPL (Campus-Based Professional Learning) sessions will be held twice per month, focusing on newly developed lessons designed to enhance teachers' understanding of TELPAS question types and effective strategies to support student language growth. Teachers will engage in lesson internalization and rehearsal to ensure high-quality instruction and alignment with TELPAS expectations. Strategy's Expected Result/Impact: To build understanding of what the student's face during Telpas assessment will impact how teachers instruct and ultimately will impact student achievement. Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Students who showed regression on TELPAS will be strategically placed in classrooms based on teacher effectiveness tiers and student performance data to ensure targeted instructional support and maximize language growth. Strategy's Expected Result/Impact: To get maximum growth for students who are in need. Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Teachers will utilize TELPAS domain trackers and exit ticket data to monitor student progress and make informed instructional adjustments to address individual learning needs. Strategy's Expected Result/Impact: To use real time data to plan for tweaks in instruction, ultimately strengthening instruction. Staff Responsible for Monitoring: Admin Title I: 2.51, 2.52, 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	Formative		Summative
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Goal 3: Domain 3: Closing the Gaps:
By the 2026 STAAR, goals for each group are:
Reading:
All: 50%
Hispanic: 35%
White 55%
High Focus: 40%

Math:
All: 35%
Hispanic: 35%
White: 40%
High Focus: 30%

Performance Objective 3: By the end of the 2026 school year, attendance will increase from 94.2% to 95%.

Evaluation Data Sources: communication with families

Strategy 1 Details		Reviews		
Strategy 1: Each month we take all the names of students that have been present that month and we draw for prizes. Strategy's Expected Result/Impact: To motivate students to want to be at school. Staff Responsible for Monitoring: Attendance Clerk, AP Title I: 2.53 - 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: Strong communication with families. ie: weekly blasts around attendance from admin, Coffee with Principal, teacher communication with those out often. Strategy's Expected Result/Impact: Bring awareness to what can happen with low attendance and support when needed. Staff Responsible for Monitoring: Attendance Clerk and AP Title I: 2.53 - 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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