

Bastrop Independent School District

Mina Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mina
ELEMENTARY SCHOOL

Mission Statement

Mina's Mission

All means All!!!

Bastrop ISD Mission

The mission of the Bastrop Independent School District is to develop and educate every student so they can make a positive impact on their families, the workforce, and the greater community.

Vision

Mina's Vision

We will become better than our best.

Bastrop ISD Vision

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

Value Statement

Mina's Collective Commitments:

1. We will model high expectations
2. We will be professional
3. We will work collaboratively

Bastrop ISD's Strategic Priorities

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

Student Success & Well-Being

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

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

â€œDevelop systems and structures that value student ownership of their academic and behavioral success.

Teaching & Learning Practices

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

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

Enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Organizational Culture

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

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

Enhance its onboarding/onboarding to prepare every new employee for success in BISD.

Collaborative Partnerships

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

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

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

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 Goal 3: Domain 3 Closing The Gaps: By May, 2026, the overall domain score will increase from 17 to 33. 14

Goals

Goal 1: Domain 1 Academic Achievement: By May, 2026, increase the number of students achieving Meet Grade Level on STAAR Math And Reading to 45%

Performance Objective 1: By May 2026, at least 80% of students will meet or exceed proficiency benchmarks on HQIM common assessments in Math and Reading

Evaluation Data Sources: Eureka and Amplify assessments

Strategy 1 Details	Reviews		
Strategy 1: Establish and implement developmentally appropriate academic processes that empower students to take ownership of their individual goal-setting and monitor their progress. Strategy's Expected Result/Impact: Students will take ownership of academic goals Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Strengthen the capacity of all campus teams to effectively implement and facilitate Curriculum-Based Professional Learning (CBPL) structures. Strategy's Expected Result/Impact: Teachers will take ownership of the curriculum and instructional methods. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads 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	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Establish structured opportunities for academic conversations that incorporate intentional questioning and require written responses supported by evidence. Strategy's Expected Result/Impact: Students will become owners of their learning in conversation and on paper. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads 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	Formative		Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Domain 1 Academic Achievement: By May, 2026, increase the number of students achieving Meet Grade Level on STAAR Math And Reading to 45%

Performance Objective 2: MES leadership will implement a system to monitor and support HQIM usage in Math, Reading/Language Arts, and Science, ensuring consistent alignment of instruction to grade-level standards.

Evaluation Data Sources: Kick-Up observations and walkthroughs, CBPL agendas, coaching cycles

Strategy 1 Details	Reviews		
Strategy 1: Regularly monitor and evaluate the usage and implementation of adopted HQIM to ensure alignment. Strategy's Expected Result/Impact: Increased teacher capacity and student achievement. Staff Responsible for Monitoring: Instructional Leadership Team 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: Provide structured planning time for teachers to effectively internalize lessons, analyze student data, and collaborate with colleagues. Strategy's Expected Result/Impact: Increased teacher capacity and student achievement. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Provide targeted training and ongoing coaching to support teachers in internalizing HQIM and executing lessons effectively. Strategy's Expected Result/Impact: Increased teacher capacity and student achievement. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads 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		Formative		Summative
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Goal 2: Domain 2 Academic Growth: By May, 2026, increase the number of students meeting annual growth on STAAR Math And Reading to 71%

Performance Objective 1: By May 2026, at least 71% of students will meet or exceed their projected growth targets on NWEA MAP assessments in Math and Reading

Evaluation Data Sources: MAP

Strategy 1 Details		Reviews		
Strategy 1: Implement evidence-based protocols for disaggregated data to monitor and support the academic progress of all students. Strategy's Expected Result/Impact: Timely instructional adjustments and improved academic growth across all student groups Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads 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: Integrate structured data review dates into the MES calendar to align with assessment timelines and support targeted interventions. Strategy's Expected Result/Impact: Timely analysis of student progress, leading to targeted interventions that accelerate student growth Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Systematically analyze and categorize student work by proficiency levels to identify misconceptions and adjust instruction aligned to STAAR standards. Strategy's Expected Result/Impact: Consistent instruction across all grade levels and content areas. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Goal 2: Domain 2 Academic Growth: By May, 2026, increase the number of students meeting annual growth on STAAR Math And Reading to 71%

Performance Objective 2: By May 2026, 100% of students will receive targeted intervention or enrichment during the designated WIN time.

Evaluation Data Sources: WIN time groups and system

Strategy 1 Details	Reviews		
Strategy 1: Develop and implement a structured WIN schedule that provides dedicated time for targeted interventions and enrichment aligned to student data. Strategy's Expected Result/Impact: Student growth will increase for all students. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads 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	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Utilize multiple data sources (formative assessments, benchmark data, and progress monitoring) to group students for differentiated intervention and enrichment opportunities. Strategy's Expected Result/Impact: Student growth will increase for all students. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads	Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Implement ongoing professional development and planning support to design and deliver high-impact interventions and enrichment activities during WIN time for staff. Strategy's Expected Result/Impact: Increased student engagement and closing gaps in students in learning. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
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Goal 3: Domain 3 Closing The Gaps: By May, 2026, the overall domain score will increase from 17 to 33.

Performance Objective 1: By May 2026, the MES attendance rate will increase from 94.2% to 95%.

Evaluation Data Sources: PEIMS Attendance Data

Strategy 1 Details	Reviews		
Strategy 1: Implement a Tiered Attendance Monitoring System Strategy's Expected Result/Impact: Increase attendance rates, and student growth. Staff Responsible for Monitoring: Attendance Clerk Instructional Leadership Team Counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Strengthen Family Communication and Support Strategy's Expected Result/Impact: Increase attendance rates, and student growth. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Counselor 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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Strategy 3 Details	Reviews		
Strategy 3: Establish Student Incentives and Recognition Programs Strategy's Expected Result/Impact: Increase attendance rates, and student growth. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Goal 3: Domain 3 Closing The Gaps: By May, 2026, the overall domain score will increase from 17 to 33.

Performance Objective 2: By May 2026, MES will reach the STAAR Performance next interim achievement status with 57% growth.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews		
Strategy 1: Embed academic vocabulary strategies to strengthen comprehension of STAAR items. Strategy's Expected Result/Impact: Increased student use of vocabulary and ECR scores. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Facilitate vertical and grade-level collaboration to align TEKS and address misconceptions. Strategy's Expected Result/Impact: Increased vertical alignment on the campus. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Use exit-tickets to adjust instruction in real time. Strategy's Expected Result/Impact: Closing the gaps in students knowledge quicker and increase student growth. Staff Responsible for Monitoring: Classroom teacher(s) Instructional Leadership Team Grade level and CBPL leads ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
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