

Bastrop Independent School District

Red Rock Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Red Rock Elementary will empower ALL students to achieve high levels of learning with unconditional love while celebrating our diverse community.

Vision

Every Roadrunner, Every Minute, Every Day!

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Goals

Goal 1: By May 2026, increase the percentage of students at Meets Grade Level.

- STAAR Reading: from 27% to 41%
- STAAR Math: from 21% to 41%
- STAAR Science: from 12% to 35%

Performance Objective 1: By May of 2026, we will increase the average TTESS domain 2 teacher scores to proficient or higher.

Evaluation Data Sources: TTESS Walkthrough and Formal Evaluation Data in Kickup

Strategy 1 Details	Reviews		
Strategy 1: Calibrated walkthroughs and feedback around TTESS Domain 2 2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor & Adjust Strategy's Expected Result/Impact: Students will meet or exceed grade-level expectations in reading and math as measured by district and state assessments, through consistent, high-quality instruction aligned to T-TESS Domain 2. Staff Responsible for Monitoring: Campus Administrators 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 2 Details		Reviews		
Strategy 2: PLCs will have targeted Module/Unit internalization time in order to understand the depth of the TEKS as they align to the Module/Unit and STAAR questioning. Strategy's Expected Result/Impact: Students will demonstrate improved performance on STAAR-aligned assessments, specifically in their ability to respond to higher-order, multi-step questions that mirror STAAR rigor. Staff Responsible for Monitoring: District Coaches and Leads TEA Priorities: Recruit, support, retain teachers and principals, 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: Instructional Coach - 211 - Title I, Part A - 6119		Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Provide differentiated professional development based on teacher performance data and student achievement outcomes, ensuring targeted support that addresses specific instructional needs and promotes growth for both educators and students. Strategy's Expected Result/Impact: Students will meet or exceed grade-level expectations in reading and math, reflecting the impact of improved teacher instructional practices from targeted PD. Staff Responsible for Monitoring: Campus Administrators, District Coaches, PLC Leaders 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 1: By May 2026, increase the percentage of students at Meets Grade Level.

- STAAR Reading: from 27% to 41%
- STAAR Math: from 21% to 41%
- STAAR Science: from 12% to 35%

Performance Objective 2: By May 2026, the average student attendance rate will increase from 93.5% to at least 95%, reducing chronic absenteeism by 10% from the 2024 school year, to ensure students have consistent instructional access necessary to increase the percentage of students achieving Meets Grade Level performance.

Evaluation Data Sources: Skyward Attendance Reports
Campus Assessments and Progress Monitoring
Map Testing

Strategy 1 Details		Reviews		
Strategy 1: The campus will implement a comprehensive attendance initiative that includes proactive family communication, student recognition for strong attendance, and targeted interventions for students identified as chronically absent, in order to increase student instructional access and support growth in STAAR Reading, Math, and Science performance at the Meets Grade Level standard. Strategy's Expected Result/Impact: As a result of implementing this strategy, the campus attendance rate will increase to 95% by May 2026, while the percentage of students identified as chronically absent will decrease by 10% from the 2024. Students who maintain 95% or higher attendance will demonstrate stronger growth on local progress monitoring assessments, including CBAs and MAP. Consistent daily access to instruction will directly support academic achievement, contributing to increases in the percentage of students performing at the Meets Grade Level standard on STAAR. Staff Responsible for Monitoring: Leadership, Attendance Clerk 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: Capacity building supplies for parents and families - 211 - Title I, Part A		Formative		Summative
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 No Progress

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Goal 2: Domain 2 Academic Growth: By May, increase Academic Growth Score (Domain 2) on STAAR Math and Reading from a 46 numeric score to a 63 numeric score to support student academic growth.

Performance Objective 1: MAP data will reflect academic growth, with each classroom demonstrating that at least 75% of students meet or exceed the 50th percentile for growth in both Math and Reading.

Evaluation Data Sources: Math and Reading MAP data (English)

Strategy 1 Details	Reviews		
Strategy 1: Provide professional learning centered around data literacy and effective data tracking, equipping teachers with the skills to analyze student performance data, monitor progress, and make informed instructional decisions. Strategy's Expected Result/Impact: Students will demonstrate academic growth on MAP assessments, with at least 75% of students meeting or exceeding the 50th percentile for growth in Math and Reading, as teachers use data-informed instruction to address learning gaps and extend mastery. Staff Responsible for Monitoring: Campus Leadership, District Coaches, RTI Leads	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Data-driven, intentionally planned, and closely monitored instruction will be implemented through PLCs to leverage shared and classroom-based student groupings, utilizing TEKS-aligned intervention resources to target specific learning needs. Strategy's Expected Result/Impact: Students will receive targeted, TEKS-aligned instruction in whole group and small group settings, resulting in at least 75% of students meeting or exceeding the 50th percentile for growth in Math and Reading on MAP assessments. Staff Responsible for Monitoring: Campus Administrators, District Coaches, PLC Leads TEA Priorities: 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 Funding Sources: Intervention Paraprofessional - 211 - Title I, Part A	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Targeted instructional walks and actionable feedback will be conducted during intervention time at each grade level to ensure fidelity and effectiveness of implementation. Strategy's Expected Result/Impact: Students will engage in high-quality, consistently implemented intervention, resulting in at least 75% of students meeting or exceeding the 50th percentile for growth in Math and Reading on MAP assessments. Staff Responsible for Monitoring: Leadership and Coaches	Formative		Summative
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No Progress



Accomplished



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Goal 2: Domain 2 Academic Growth: By May, increase Academic Growth Score (Domain 2) on STAAR Math and Reading from a 46 numeric score to a 63 numeric score to support student academic growth.

Performance Objective 2: By May 2026, all classroom teachers will consistently implement high-impact instructional strategies aligned to Amplify (for reading), Eureka (for math), and CBLI practices--including explicit modeling, guided practice, and strategic questioning--to improve student growth.

Evaluation Data Sources: TTESS Observation Data and PLC Observations

Strategy 1 Details		Reviews		
Strategy 1: Teachers will use weekly PLCs to answer the 4 questions of a PLC. Focusing as a team to ensure instructional strategies can be rehearsed and shared. PLCs will include reviewing lesson plans, sharing exemplar strategies, and analyzing formative assessment data to adjust instruction. Strategy's Expected Result/Impact: Deliberate and consistent use of curriculum-aligned, high-impact instructional strategies, increasing student mastery and growth scores. Staff Responsible for Monitoring: Leads, Coaches, and Leadership TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative		Summative
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Goal 3: By May 2026, Emergent Bilingual students will meet or exceed interim performance targets in Reading on the STAAR assessment, as measured by Domain 3 Closing the Gaps indicators.

Performance Objective 1: Teacher data will reflect growth in T-TESS Domains 2.3 (Communication), 2.4 (Differentiation), and 2.5 (Monitor and Adjust), with all teachers performing at a minimum of 'Proficient' or higher by the end of the school year.

Strategy 1 Details	Reviews		
Strategy 1: Teachers will engage in cross-campus and cross-district learning walks focused on CBLI (Content-Based Language Instruction) practices that support Emergent Bilingual students, followed by reflective collaboration and monitored implementation. Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate increased comprehension and application of academic language in reading, resulting in measurable progress toward STAAR Reading performance targets and improved outcomes on Domain 3 Closing the Gaps indicators. Staff Responsible for Monitoring: Leadership and Coaches	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Monitor and provide targeted feedback on specific CBLI (Content-Based Language Instruction) practices to ensure consistent implementation and support instructional growth for Emergent Bilingual students. Strategy's Expected Result/Impact: Emergent Bilingual students will engage in consistent, high-quality CBLI instruction, leading to improved use of academic language and increased reading proficiency, with measurable progress toward STAAR Reading performance targets under Domain 3 Closing the Gaps indicators. Staff Responsible for Monitoring: Leadership and Coaches	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: During PLCs, teachers will engage in lesson rehearsals focused on implementing high-impact CBLI (Content-Based Language Instruction) strategies, allowing for collaborative planning, practice, and feedback to enhance instruction for Emergent Bilingual students. Strategy's Expected Result/Impact: Emergent Bilingual students will experience more effective, strategically planned instruction, resulting in increased mastery of academic language and reading skills and measurable progress toward STAAR Reading performance targets as reflected in Domain 3 Closing the Gaps indicators. Staff Responsible for Monitoring: Leads, Leadership, and Coaches	Formative		Summative
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Goal 3: By May 2026, Emergent Bilingual students will meet or exceed interim performance targets in Reading on the STAAR assessment, as measured by Domain 3 Closing the Gaps indicators.

Performance Objective 2: By May 2026, the campus will increase teacher retention to at least 90% annually, with a focus on retaining teachers who are trained in effective practices to support closing gaps for students. Maintaining a stable and skilled teaching staff will ensure consistent implementation of high-quality literacy instruction and targeted support, contributing to students meeting or exceeding interim performance targets in Reading on the STAAR assessment, as measured by Domain 3 Closing the Gaps indicators.

Evaluation Data Sources: Progress will be monitored using teacher retention reports, staff surveys, and T-TESS observations focused on instruction. Professional development and PLC documentation will track teacher engagement that will show the impact of teacher stability on student outcomes.

Strategy 1 Details		Reviews		
Strategy 1: The campus will implement a teacher support and development program focused on retaining skilled educators. This program will include mentoring for new teachers, targeted professional development, regular collaborative planning through PLCs, and recognition of teacher accomplishments to foster a positive work environment and ensure consistent, high-quality instruction for all students. Strategy's Expected Result/Impact: The teacher support and development program will help the campus increase teacher retention to at least 90% annually. Teachers will demonstrate increased engagement in professional development and collaborative planning, leading to more consistent and high-quality instruction across all classrooms. This stability will support student learning, contributing to improved academic outcomes and progress toward STAAR performance targets. Staff Responsible for Monitoring: Leads, Coaches, Leadership, Human Resources Support 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue				