

Bastrop Independent School District

Mina Elementary

2024-2025 Goals/Performance Objectives/Strategies

Accountability Rating: C



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

Collective Commitments

Mina's Collective Commitments:

1. We will model high expectations
2. We will be professional

3. We will work collaboratively

4. We will celebrate success

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/onboardinge 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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Goals

Goal 1: Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: By May 2024, increase the percentage of students at Meets Grade Level on STAAR math from (25% to 50%) and STAAR Reading from (40% to 50%)

Evaluation Data Sources: 2025 Accountability Data, interim data, NWEA, and Amplify data

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement grade-appropriate and feasible academic processes to ensure student ownership of individual goal setting</p> <p>Strategy's Expected Result/Impact: Students will take ownership of academic goals</p> <p>Staff Responsible for Monitoring: Classroom teacher(s) Principal Instructional Coaches Guiding Coalition</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Build capacity in all campus teams to implement and facilitate effective Curriculum-Based Professional Learning (CBPL) structures</p> <p>Strategy's Expected Result/Impact: Teachers will take ownership of the curriculum and instructional methods.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement structured time for academic conversation to include intentional questioning ,and written response with structured evidence.</p> <p>Strategy's Expected Result/Impact: Students will become owners of their learning in conversation and on paper.</p> <p>Staff Responsible for Monitoring: Classroom teachers Prek-5th grade Instructional Coaches Principal CBPL leads</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 1: Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: By May 2025, implement High-Quality Instructional Materials aligned to Math, Literacy, and Science Frameworks with 85% fidelity.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Regularly monitor the usage and implementation of provided adopted materials as designed</p> <p>Strategy's Expected Result/Impact: By implementing Eureka and Amplify curriculum with fidelity, the learning of all students will ultimately support the academic achievement and growth in all areas.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Ensure teachers have sufficient planning time to internalize and/or prepare lessons, analyze student work, and collaborate</p> <p>Strategy's Expected Result/Impact: Increase the number of students performing on grade level along with building teacher confidence and</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Provide training and follow-up coaching on HQIM lesson internalization and lesson execution.</p> <p>Strategy's Expected Result/Impact: An increased number of students performing on grade level on unit assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches CBPL leads Principal Assistant Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 1: Student Success and Well-Being Goal: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: By May 2025, the percent of all students attaining academic achievement growth at all levels will increase by 25%.

Evaluation Data Sources: NWEA MAP Growth Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement evidence-based protocol to review disaggregated data to monitor the progress of all students</p> <p>Strategy's Expected Result/Impact: Increase teacher calibration and efficacy</p> <p>Staff Responsible for Monitoring: instructional coaches CBPL leads Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Add data analysis dates aligned to major assessments to campus calendar</p> <p>Strategy's Expected Result/Impact: Utilize this time to make strategic instructional moves based on data.</p> <p>Staff Responsible for Monitoring: Classroom teachers Instructional Coaches CBPL leads</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Analyze and sort student work: categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to intervene and adjust instruction according to the results.</p> <p>Staff Responsible for Monitoring: Classroom Teachers CBPL leads Instructional Coaches Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 2: Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: By May 2025, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.





Emergent Bilingual Math: Elem: 69%, Reading 62%

Special Education Elem: Math: 58%, Reading 50%

Economically Disadvantaged Elem: Math: 65%, Reading 60%

Evaluation Data Sources: 2025 Accountability Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus-wide expectations and policies to ensure that the classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives.</p> <p>Strategy's Expected Result/Impact: Increase students coping skills, social skills and reduce the number of discipline referrals and absences</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PBIS committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Implement coordinated and proactive structures to address intervention and/or enrichment for all students</p> <p>Strategy's Expected Result/Impact: When students have access to guaranteed and viable interventions, they are able to gain a more growth in their current instruction.</p> <p>Staff Responsible for Monitoring: RTI teacher and staff Classroom Teachers Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Provide implementation support for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations</p> <p>Strategy's Expected Result/Impact: Having consistency will lead to equitable learning environments for all students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 2: Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: By May 2025 Increase the percentage of Emergent Bilingual students showing growth on Texas English Language Proficiency Assessment System (TELPAS) from 20.55% to 30%.

Evaluation Data Sources: 2025 Accountability data, ECR/SCR data, Summit K-12 data

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide training and support to implement systems to assess proficiency in mastery of writing standards</p> <p>Strategy's Expected Result/Impact: Increase students ability to communicate understanding of concepts through their writing skills</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Support Special Programs staff in providing exemplar accommodations and co-teaching suggestions to use as a foundation for planning and lesson internalization</p>	Formative		Summative
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Strategy 3 Details

Reviews

Strategy 3: Implement a formative assessment process for monitoring Emergent Bilingual performance in listening, speaking, reading, and writing.

Strategy's Expected Result/Impact: Increase scores on TELPAS to show one years growth for each EB identified student

Staff Responsible for Monitoring: Assistant Principal

ESL teachers

Bilingual teachers PK-1st grade

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 2: Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: By May 2025, 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: Professional Learning Plan evaluation data gathered at district- or campus-based professional learning sessions.

Strategy 1 Details	Reviews		
<p>Strategy 1: Create a structure for cross-campus peer observation of HQIM and strategy implementation, to include debrief and action planning</p> <p>Strategy's Expected Result/Impact: Students will have access to a viable curriculum with fidelity.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal Classroom Teacher</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices</p> <p>Strategy's Expected Result/Impact: Teachers having the time during professional development learning will ensure students are getting the best possible education.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers Principal Assistant Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Create a campus-based system for monitoring professional learning portfolios</p> <p>Strategy's Expected Result/Impact: Teachers having the time during professional development learning will ensure students are getting the best possible education.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers Principal Assistant Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 3: Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: By May 2025, increase student attendance from 93.23% to 95%

Evaluation Data Sources: PEIMS Attendance Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Offer individual students and classroom incentives in recognition of exceptional and/or improved attendance</p> <p>Strategy's Expected Result/Impact: If students are at school, they are learning and likely to make one years growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers Counselor Principal Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Inform and update parents regularly about campus attendance policies and procedures</p> <p>Strategy's Expected Result/Impact: Communication about attendance will help parents understand the importance of them being in class learning</p> <p>Staff Responsible for Monitoring: Classroom teachers Counselor Principal Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Connect students with attendance issues with campus mentors</p> <p>Strategy's Expected Result/Impact: Engaging students at school and getting them excited about school will help get to school and want to be here</p> <p>Staff Responsible for Monitoring: Classroom teachers Counselor Principal Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Goal 3: Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.


Performance Objective 2: By May 2025, the percentage of students who receive disciplinary actions resulting in loss of classroom time will decrease by 5%.


Evaluation Data Sources: Skyward Discipline Reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives.</p> <p>Strategy's Expected Result/Impact: Increase amount of time students are engaged and on task in order to maximize access to the curriculum</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor PBIS team Classroom Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Conduct campus investigations that promote and support a safe and orderly learning environment</p> <p>Strategy's Expected Result/Impact: Decrease number of office referrals Increase number of positive office referrals and instruction time.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor Classroom Teacher PBIS committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Schedule regular reviews of campus discipline dashboard to identify trends, disproportionality, and possible adaptations</p> <p>Strategy's Expected Result/Impact: Decrease the number of office referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal PBIS committee Counselor Classroom Teacher</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
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 No Progress

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Goal 3: Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: By May 2025, 80% 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		
<p>Strategy 1: Develop digital learning ambassadors where experienced teachers support their peers in technology integration</p> <p>Strategy's Expected Result/Impact: Teacher exposure to digital learning will increase student engagement</p> <p>Staff Responsible for Monitoring: Digital Learning Team Assistant Principal Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement blended learning strategies to include studio rotations model, goal setting, and conferencing</p> <p>Strategy's Expected Result/Impact: Students will have access to small group or one-on-one time with their teacher to set goals and review data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Provide ongoing professional learning for teaching staff to effectively integrate technology into their instruction</p> <p>Strategy's Expected Result/Impact: Increase student engagement</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Goal 4: Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: By May 2025, reduce teacher turnover to 9%.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Develop normed tools and processes to conduct observations, capture trends, and track progress over time.</p> <p>Strategy's Expected Result/Impact: Ensure fidelity with the HQIM instructional materials</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
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Strategy 2 Details	Reviews		
<p>Strategy 2: Employ personalized strategies to retain staff</p> <p>Strategy's Expected Result/Impact: Building relationships and rapport with staff will encourage them to stay committed to our campus</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice	Formative		Summative
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Goal 4: Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: By May 2025, survey data will show an 15% increase in participation of parent and family engagement opportunities.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement strategic processes to support the unique needs of families of students experiencing homelessness, foster care students, and migrant students</p> <p>Strategy's Expected Result/Impact: Making access to curriculum available for everyone will increase student engagement.</p> <p>Staff Responsible for Monitoring: institutional coaches principal assistant principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p>Strategy 2: Collaborate with campus PTA/PTSA to provide support and increase parent engagement efforts</p> <p>Strategy's Expected Result/Impact: Having parent involvement will give parents a chance to see all the amazing things happening on campus.</p> <p>Staff Responsible for Monitoring: Classroom teachers Principal Assistant Principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Provide capacity-building events for parents and families on critical aspects of student learning</p> <p>Strategy's Expected Result/Impact: Students making growth and closing the gaps</p> <p>Staff Responsible for Monitoring: Classroom teachers instructional coaches Principal Assistant Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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