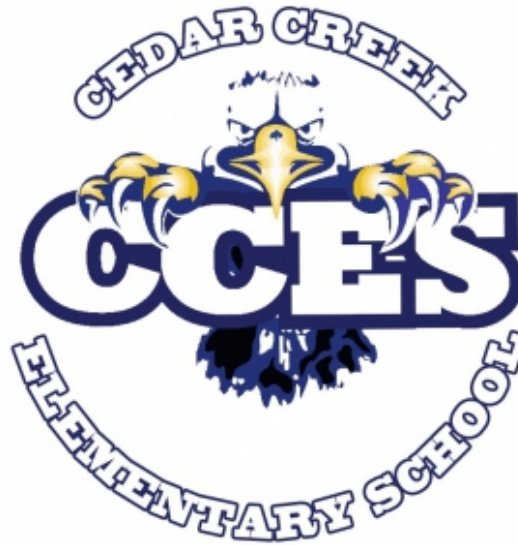


# Bastrop Independent School District

## Cedar Creek Elementary

### 2024-2025 Goals/Performance Objectives/Strategies

Accountability Rating: F



# Mission Statement

Our mission is to support and foster the academic and social emotional development of all students through high expectations, collaboration, and a shared ownership of our outcomes.

## Vision

The vision of Cedar Creek Elementary is that we are a community of learners that are creative, collaborative, and culturally responsive which empowers our students and staff to reach high levels of academic success.

## Core Beliefs

We believe . . .

- - The entire school and home community collaborate to create a safe, culturally responsive, and dynamic learning environment that focuses on empathy and relationship building.
  - Every student can learn through high-quality curriculum and opportunities to leverage personal experiences and learning styles to become active, critical thinkers in their world.
  - Students grow when their various whole-child needs, strengths, and challenges are recognized.
  - Personalized instruction and high expectations foster student ownership through authentic engagement in productive risk-taking.

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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:

3rd Grade 19% to 36%

4th Grade 12% to 32%

5th Grade 14% to 33%

and STAAR Reading from:

3rd Grade 17% to 35%


4th Grade 15% to 34%


5th Grade 24% to 38%

**Evaluation Data Sources:** 2025 Accountability Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Strategy 1: Build capacity in all campus teams to implement and facilitate effective CBPLP structures</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum will be internalized to an appropriate level, team leads will be holding their team accountable for results, and instructional moves will be made that are tailored to the students in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leads, Coaches, and Administration Team</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Strategy 2: Build a blended learning template that focuses on STACK components and writing concerns &amp; a blended learning walkthrough form to track intervention effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be receiving targeted intervention during blended learning time that focuses on gaps in knowledge and increase the learning that is happening at Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches and Administration team</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Strategy 3: Build a data protocol that is implemented across the campus for various assessments and track that data across the year to inform instructional moves that need to be made.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will begin to own their data and make data informed decisions that directly impact their blended learning time and provided just in time supports for student learning.</p> <p><b>Staff Responsible for Monitoring:</b> CBPL Leads &amp; Coaches</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**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><b>Strategy 1:</b> Regularly monitor the usage and implementation of provided adopted materials as designed.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are delivering curriculum and instruction that is rigorous and challenging for students which will lead to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team and coaches</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide training and follow-up coaching on HQIM lesson internalization and lesson execution.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' comfort level will increase and Tier 1 instruction will be more effective in meeting the needs of students thereby closing the achievement gaps currently in play.</p> <p><b>Staff Responsible for Monitoring:</b> CBPL Leads and Coaches</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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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 13% or from 30% meeting growth projection last year to 50% this year.

**Evaluation Data Sources:** NWEA MAP Growth Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Implement evidence-based protocol to review disaggregated data to monitor the progress of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide real-time interventions that target the academic gaps of their students during intervention time.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches and CBPL</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will more effectively identify misconceptions and plan to address misconceptions and provide interventions to address misconceptions and ensure that students develop mastery while moving forward with Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches and CBPL leads</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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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		
<b>Strategy 1:</b> Strategy 1: Build PD schedule that promotes academic success and builds a culture of high expectations. <b>Strategy's Expected Result/Impact:</b> Build the capacity of our teachers to deliver rigorous instructions and use research based strategies effectively. <b>Staff Responsible for Monitoring:</b> Administration and Coaches	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Build capacity within our teachers that extends beyond walkthroughs and T-TESS observations. <b>Strategy's Expected Result/Impact:</b> By providing targeted feedback, our teachers will reflect, adjust, and grow in their practice beyond the traditional forms of evaluation. <b>Staff Responsible for Monitoring:</b> AP and Principal	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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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 38% to 55%





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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Build a collaboration system that fosters student academic talk and places the cognitive lift on the students.</p> <p><b>Strategy's Expected Result/Impact:</b> By leveraging professional development on QSSSA and instilling the expectation that academic discourse is required, it will elevate student performance in their English proficiency.</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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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><b>Strategy 1:</b> Create a campus-based system for monitoring professional learning portfolios.</p> <p><b>Strategy's Expected Result/Impact:</b> By monitoring portfolios, the campus can ensure that we are providing information and follow through in CBPL to ensure that what is being learned in PD is transferred into practice.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches and CBPL leads</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Through targeted PD the campus can make sure that equity of expectations and level of Tier 1 instruction is on par and focused on reflection and feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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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 93.6% to 94.5%.





**Evaluation Data Sources:** PEIMS Attendance Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Offer individual students and classroom incentives in recognition of exceptional and/or improved attendance.  <b>Strategy's Expected Result/Impact:</b> Students will come to school and develop positive habits about school attendance, as well as, reward students who have good attendance already.  <b>Staff Responsible for Monitoring:</b> Attendance clerk and AP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Inform and update parents regularly about campus attendance policies and procedures.  <b>Strategy's Expected Result/Impact:</b> Parents will be more aware of campus goals for attendance and work alongside the parents to develop good school attendance habits.  <b>Staff Responsible for Monitoring:</b> Attendance clerk and AP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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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><b>Strategy 1:</b> Launch a house system that curbs discipline issues by focusing on positive behaviors and academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Student misbehavior will decrease and positive feelings about school and following expectations will increase as students develop a strong sense of belonging to Cedar Creek Elementary.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Tighten up campus culture opportunities that outline students &amp; teacher ownership, high expectations, and collaboration</p> <p><b>Strategy's Expected Result/Impact:</b> Both teachers and students will take ownership of the culture of Cedar Creek Elementary and display behavior that supports a positive culture of high expectations and collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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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><b>Strategy 1:</b> Teachers will begin to utilize Ai within the classroom to develop studios that engage students with material that is rigorous and targets academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will take ownership of their learning and academic gaps will begin to decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Data Literacy Coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Teachers will begin to use Ai to provide feedback for writing of both short and extended constructed responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Student writing proficiency will improve with less than 25% of our students in grades 3-5 receiving a zero on their extended constructed response on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> District Reading Coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide ongoing professional learning for teaching staff to effectively integrate technology into their instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students will leverage technology to enhance instruction and demonstrate mastery of material.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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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 20%.





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

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide ongoing support for teacher leaders in adult facilitation and team dynamics. <b>Strategy's Expected Result/Impact:</b> Teachers will feel supported, heard, and grow in their practice thereby reducing teacher burnout. <b>Staff Responsible for Monitoring:</b> AP	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice. <b>Strategy's Expected Result/Impact:</b> Teachers will grow in their delivery of Tier 1 instruction and reduce the stress that comes with teacher burnout. <b>Staff Responsible for Monitoring:</b> Administration and Coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Employ leadership coaching that focuses on HQIM knowledge and how to support teachers in the implementation of the curriculum. <b>Strategy's Expected Result/Impact:</b> Coaching will increase leadership's knowledge of curriculum implementation and provide actionable feedback for teachers that will facilitate rigorous implementation of our HQIM. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 10% increase in participation of parent and family engagement opportunities.

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Collaborate with campus PTA to provide support and increase parent engagement efforts.  <b>Strategy's Expected Result/Impact:</b> Increase the number of parents involved in campus and create a culture of support and volunteerism that supports student learning and well-being.  <b>Staff Responsible for Monitoring:</b> PTA committee</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide capacity-building events for parents and families on critical aspects of student learning.  <b>Strategy's Expected Result/Impact:</b> Will result in learning that occurs both in school and out of school with the support of the whole community.  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			