

Bastrop Independent School District

Cedar Creek High

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Cedar Creek High School's mission is to prepare students to be successful.

Vision

Our vision is that every student graduates from Cedar Creek High School prepared to pursue their own post-secondary success.

Value Statement

Committed

Compassionate

Honorable

Successful

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Goals

Goal 1: Domain 1: Student Achievement Goal - By May 2026, increase the number of students achieving at the Meets Grade Level

STAAR Reading from 26% to 35%

STAAR Math from 31% to 35%

STAAR Biology from 42% to 45%

STAAR US History from 52% to 60%

Performance Objective 1: By May 2026, implement High-Quality Instructional Materials aligned to Math, Literacy, Social Studies and Science Frameworks with 85% fidelity.

Evaluation Data Sources: TTESS Walkthrough form, CBPL agendas, coaching cycles

Strategy 1 Details	Reviews		
Strategy 1: Provide opportunities for teachers to become familiar with the HQIM through structured professional development. Strategy's Expected Result/Impact: Increase teacher autonomy and confidence to engage in the curriculum with fidelity. Staff Responsible for Monitoring: Teachers, district coaches/specialists, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Coaching opportunities will be used as a partnership to support teachers. Strategy's Expected Result/Impact: Modeling lessons and/or reteaching opportunities to increase student success in TEKS mastery. Staff Responsible for Monitoring: Teachers, district coaches/specialists, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Coaching cycles will be utilized for teachers whose formative data shows to be inconsistent with team members. Strategy's Expected Result/Impact: Increased student achievement in alignment with team members. Staff Responsible for Monitoring: District coaches, campus based administrators	Formative		Summative
	Nov	Feb	Apr

Strategy 4 Details	Reviews		
Strategy 4: Teachers in EOC tested subjects will utilize the STAAR Goal setting worksheet to track performance progress for all students. Strategy's Expected Result/Impact: Increase student knowledge and performance on all EOC's Staff Responsible for Monitoring: EOC teachers, campus-based administration, instructional coaches	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Domain 1: Student Achievement Goal - By May 2026, increase the number of students achieving at the Meets Grade Level
 STAAR Reading from 26% to 35%
 STAAR Math from 31% to 35%
 STAAR Biology from 42% to 45%
 STAAR US History from 52% to 60%

Performance Objective 2: Targeted use of CBPL meetings to increase student achievement

Evaluation Data Sources: CBPL notes, formative and summative assessments, mock testing

Strategy 1 Details	Reviews		
Strategy 1: Educate teachers on implication of scores moving up and down from did not meet to masters and vice versa. Strategy's Expected Result/Impact: Teachers can implement targeted interventions based on performance. Students can be intrinsically motivated to higher achievement. Staff Responsible for Monitoring: EOC teachers, district coaches/specialists, campus administration	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Daily CBPL meetings to include lesson internalization, rehearsal and student work analysis. Strategy's Expected Result/Impact: Utilize student work analysis for reteach opportunities. Staff Responsible for Monitoring: CBPL leads, EOC teachers, district coaches/specialists, school based administrators.	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Teachers participate in a Data Dig after each CBA, complete a teacher reflection tool and adjust instruction based on results. Strategy's Expected Result/Impact: Teachers identify students that made progress and students that regress and create individualized learning path. Review of individual teacher performance. Identifying areas of strength and support for teachers. Determine high performing groups and low performing groups and utilize intervention time for remediation/enrichment. Staff Responsible for Monitoring: CBPL lead, EOC teachers, district coaches/specialists, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: CBPL leads uses a data tracking system to create student monitoring sub groups. Strategy's Expected Result/Impact: Determine high performing groups and low performing groups and utilize intervention time for remediation/enrichment. Staff Responsible for Monitoring: CBPL lead, EOC teachers, district coaches/specialists, campus based administrators	Formative		Summative
	Nov	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Domain 1: Student Achievement Goal - By May 2026, increase the number of students achieving at the Meets Grade Level

STAAR Reading from 26% to 35%

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Performance Objective 3: By May 2026, we will average a score of (3) Proficient in T-TESS Domain 2 score for instructional staff as evidenced through campus walk-throughs.

Evaluation Data Sources: T-TESS Evaluation Data

Strategy 1 Details	Reviews		
Strategy 1: Conduct twice a month calibration walkthroughs. Strategy's Expected Result/Impact: Increase in accuracy and quality of instructional feedback for teachers that can be implemented and supported. Staff Responsible for Monitoring: School administration and instructional coaches	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Conduct "Just in Time" instructional strategies training connected to Domain 2. Strategy's Expected Result/Impact: Immediate impact on learning opportunities in the classroom Staff Responsible for Monitoring: School administration, instructional coaches, and department leaders.	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Domain 1: Student Achievement Goal - By May 2026, increase the number of students achieving at the Meets Grade Level

STAAR Reading from 26% to 35%

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Performance Objective 4: By May 2026, decrease the percentage of students scoring zeros on the ECR from 52% to 42%

Evaluation Data Sources: 2026 Accountability Data

Strategy 1 Details	Reviews		
Strategy 1: All core content teachers will incorporate student writing into weekly lesson planning and utilize Magic School AI for scoring Strategy's Expected Result/Impact: Increase in student writing scores Staff Responsible for Monitoring: School administration, instructional coaches and department/CBPL leaders.	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Campus-wide PD on the use of Magic School AI to score student writing Strategy's Expected Result/Impact: Increase in student writing across campus and accuracy in feedback to students Staff Responsible for Monitoring: Instructional coaches and district specialists	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Domain 2: Student Growth Goal - By May 2026, increase the number of students meeting annual growth on STAAR Reading from 58% to 68% and STAAR Math from 71% to 74%

Performance Objective 1: By May 2026 increase the percentage of Emergent Bilingual students showing growth on Texas English Language Proficiency Assessment System (TELPAS) from 28% to 34%.

Evaluation Data Sources: 2026 Accountability data, ECR/SCR data, Summit K-12 data

Strategy 1 Details	Reviews		
Strategy 1: EB Newcomer students will utilize Summit K-12 three times a week during their Linguistic Development class Strategy's Expected Result/Impact: Students will increase English Language Proficiency in Reading, Writing, Speaking and Listening Staff Responsible for Monitoring: EB teachers, ESL teaching assistant, LPAC coordinator, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Individual goal setting with students on TELPAS. Strategy's Expected Result/Impact: Students will put in effort to achieve their goal to increase composite score by one domain. Staff Responsible for Monitoring: English teachers, testing coordinator, LPAC coordinator.	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Provide information on the reason the students are taking the TELPAS test and what it measures. Strategy's Expected Result/Impact: A greater understanding will increase student buy-in to demonstrate maximum effort. Staff Responsible for Monitoring: English teachers, testing coordinator, LPAC Coordinator	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Domain 2: Student Growth Goal - By May 2026, increase the number of students meeting annual growth on STAAR Reading from 58% to 68% and STAAR Math from 71% to 74%

Performance Objective 2: By May 2026, the percent of all re-testers attaining academic achievement growth at all levels will increase from 64% to 68%

Evaluation Data Sources: December 2025 & May accountability data

Strategy 1 Details	Reviews		
Strategy 1: Assign intervention courses, English College Prep, Math College Prep, and Math Models. Strategy's Expected Result/Impact: Increase in readiness for SAT/ACT and TSI. Staff Responsible for Monitoring: Intervention teachers, district coaches, campus based administrators.	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Implement targeted EOC test preparation opportunities during the school day, after school and on Saturdays. Strategy's Expected Result/Impact: Increase student growth on EOC tests. Staff Responsible for Monitoring: Campus based administration, instructional coaches, EOC intervention teachers	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Domain 2: Student Growth Goal - By May 2026, increase the number of students meeting annual growth on STAAR Reading from 58% to 68% and STAAR Math from 71% to 74%

Performance Objective 3: By May 2026, 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		
Strategy 1: Accurately communicate targeted professional development based on teaching assignments. Strategy's Expected Result/Impact: Teachers demonstrate enhanced knowledge of material taught during professional development and transfer learning to planning and instruction. Staff Responsible for Monitoring: Teachers, district coaches and specialists, campus-based administrators.	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Follow up with teachers post PD session to ensure fidelity to implementation Strategy's Expected Result/Impact: Complete classroom walkthroughs to verify implementation and offer coaching/reteaching supports to those identified needing extra support. Staff Responsible for Monitoring: District coaches/specialist, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Targeted PD offered on professional development days, tailored to CCHS Instructional Playbook. Strategy's Expected Result/Impact: Teachers will demonstrate enhanced learning in areas of instructional focus as evidenced by classroom walkthroughs. Staff Responsible for Monitoring: Teacher leaders, District coaches/specialist, campus based administrators	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Domain 2: Student Growth Goal - By May 2026, increase the number of students meeting annual growth on STAAR Reading from 58% to 68% and STAAR Math from 71% to 74%

Performance Objective 4: By May 2026, decrease teacher retention by 3% by supporting teachers with their individual TTESS goals through professional development.

Evaluation Data Sources: TTESS BOY, Walkthroughs, Feedback, Coaching Support

Goal 3: Domain 3: Closing the Gaps Student Goal - By May 2026, will meet the Closing the Gaps Performance Performance Targets with a Scale Score of 80.

Performance Objective 1: By May 2026, All students, African American, Hispanic and High Focus students will meet Closing the Gaps targets for STAAR

All students: Reading from 28% to 44%; Math from 23% to 38%

African American: Reading from 31% to 32%; Math maintain 43%

Hispanic: Reading from 26% to 36%; Math from 23% to 35%

High Focus: Reading from 25% to 32%; Math from 23% to 31%

Evaluation Data Sources: 2026 Accountability Data

Strategy 1 Details	Reviews		
Strategy 1: Students will utilize Mathia, weekly in Algebra to close gaps in math skills. Strategy's Expected Result/Impact: Students start at their currently math level and are able to demonstrate growth over time. Staff Responsible for Monitoring: Teachers, district coaches and campus based administrators.	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Teachers provide direct instruction and accommodations in compliance with student individualized education plan. Strategy's Expected Result/Impact: Implementation of IEP plan with fidelity will allows students to achieve at levels similar to their non-disabled peers. Staff Responsible for Monitoring: General Education and Inclusion teachers, case managers, campus based administrators.	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Students have an opportunity for additional instruction through targeted intervention in Reading and Math. Strategy's Expected Result/Impact: Students will increase academic growth in Reading and Math by utilizing targeted tutorials. Staff Responsible for Monitoring: Intervention Teachers, campus based administrators	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Domain 3: Closing the Gaps Student Goal - By May 2026, will meet the Closing the Gaps Performance Targets with a Scale Score of 80.

Performance Objective 2: By May 2026, increase the percentage of graduates that are college, career, and/or military ready (CCMR) from All students from 90% to 93%

African American: Maintain 80% or higher

Hispanic: Maintain 91% or higher

High Focus: Maintain 90% or higher

Evaluation Data Sources: 12 indicators of CCMR

Strategy 1 Details	Reviews		
Strategy 1: Utilize a comprehensive student tracking system to monitor every student in Class of 2026 for CCMR completion. Strategy's Expected Result/Impact: All students will be monitored and an individualize plan for CCMR completion will be created. Staff Responsible for Monitoring: College and Career Advisors, School Counselors, Associate Principal, Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Provide multiple opportunities through the year in all CCMR indicators for all students to participate in. Strategy's Expected Result/Impact: Increase in number of students CCMR ready. Staff Responsible for Monitoring: College and Career advisors, School Counselors, Principal, Associate Principal	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Create a 9th-12th grade system for providing education to students, teachers and parents about the importance of becoming CCMR complete. Strategy's Expected Result/Impact: Increase student understanding of action steps they can take to achieve CCMR. Staff Responsible for Monitoring: College and Career advisors, School Counselors, Principal, Associate Principal	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Domain 3: Closing the Gaps Student Goal - By May 2026, will meet the Closing the Gaps Performance Targets with a Scale Score of 80.

Performance Objective 3: By May 2026, the percentage of students who receive disciplinary actions will decrease by 10%.

Evaluation Data Sources: District discipline tracker and Skyward Discipline

Strategy 1 Details	Reviews		
Strategy 1: Reinforce positive classroom management strategies using the Indicators of a Well-Managed classroom. Strategy's Expected Result/Impact: Increase student time on task and decrease in teacher referrals. Staff Responsible for Monitoring: Teachers, district coaches, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Use restorative practices to encourage students to reflect on behavior, take accountability and restore relationships with teachers/classmates. Strategy's Expected Result/Impact: Students will be welcomed to rejoin the class and re-engage in learning activities. Staff Responsible for Monitoring: Teachers, campus monitors, behavior support staff, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement MTSS behavior support model. Strategy's Expected Result/Impact: Students in need of additional behavior support will be identified and a behavior support plan will be implemented to support positive behaviors. Staff Responsible for Monitoring: Teachers, campus monitors, behavior support staff, school counselors/social workers, campus based administrators.	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Review last year's discipline data and data every 6 weeks, look for trends campus-wide and teacher/student specific. Communicate trends at monthly faculty meetings and create individual intervention plans for identified teachers/students. Strategy's Expected Result/Impact: Decrease in discipline referrals & disruption to learner. Increase student achievement. Staff Responsible for Monitoring: Campus-based administrators and CBS support staff.	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
Strategy 5: Identified teachers participate in "Eagle Academy" Strategy's Expected Result/Impact: Increase consistency with campus expectations and consistency amongst instructional staff. Staff Responsible for Monitoring: Campus-based administration, instructional coaches and teacher leaders	Formative		Summative
	Nov	Feb	Apr



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Domain 3: Closing the Gaps Student Goal - By May 2026, will meet the Closing the Gaps Performance Targets with a Scale Score of 80.

Performance Objective 4: By May 2026, increase student attendance from 90.1% to 93%.

Evaluation Data Sources: PEIMS Attendance Data

Strategy 1 Details	Reviews		
Strategy 1: Create and implement a written attendance flowchart Strategy's Expected Result/Impact: Ensures the proper steps are in place to support students and parents. Staff Responsible for Monitoring: Attendance clerks, truancy officer, school counselors and social workers, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Proactively communicate with students and families to educate about attendance procedures. Strategy's Expected Result/Impact: Education on attendance utilizing parent meetings, phone calls, Parent Square and Skyward. Staff Responsible for Monitoring: Attendance clerks, truancy officers, school counselors/social workers, campus based administrators.	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
Strategy 3: Implement a digital tracking system for Attendance Make Up Hours with digital access for students and families. Strategy's Expected Result/Impact: Increase student/family knowledge of real-time attendance information & impact on earning HS credit Staff Responsible for Monitoring: Campus based administrators, school counselors/social workers, attendance workers, instructional staff	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Host weekly meeting for truancy prevention to monitor students with chronic absences or are at high-risk for not meeting attendance requirements. Strategy's Expected Result/Impact: Consistent truancy prevention process ensures students are supported and removing of attendance barriers. Staff Responsible for Monitoring: Attendance clerks, truancy officers, school counselors/social workers, campus based administrators.	Formative		Summative
	Nov	Feb	Apr

Strategy 5 Details		Reviews		
Strategy 5: Complete with fidelity and document individualized truancy prevention measures (TPM) and referrals to the truancy officer. Strategy's Expected Result/Impact: Increase student attendance through targeted interventions Staff Responsible for Monitoring: Campus-based administrators, attendance clerks, school counselors/social workers and truancy worker		Formative		Summative
		Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				