

# **Bastrop Independent School District**

## **Cedar Creek High**

### **2024-2025 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.

## Core Beliefs

Committed

Compassionate

Honorable

Successful

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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 34% to 42% and STAAR Reading from 32% to 42%.

**Evaluation Data Sources:** 2025 Accountability Data





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide teachers with prior year student test data at the beginning of the year.  <b>Strategy's Expected Result/Impact:</b> Understanding of students current level of performance.  <b>Staff Responsible for Monitoring:</b> EOC teachers, district coaches and campus administration.</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> Educate teachers on implication of scores moving up and down from did not meet to masters and vice versa.  <b>Strategy's Expected Result/Impact:</b> Teachers can implement targeted interventions based on performance. Students can be intrinsically motivated to higher achievement.  <b>Staff Responsible for Monitoring:</b> EOC teachers, district coaches, campus administration</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> Daily CBPL meetings to include lesson internalization, rehearsal and student work analysis.  <b>Strategy's Expected Result/Impact:</b> Utilize student work analysis for reteach opportunities.  <b>Staff Responsible for Monitoring:</b> CBPL leads, EOC teachers, district coaches, school based administrators.</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Teachers complete the teacher reflection tool after each CBA.  <b>Strategy's Expected Result/Impact:</b> Teachers identify students that made progress and students that regress and create individualized learning path.  <b>Staff Responsible for Monitoring:</b> CBPL lead, EOC teachers, district coaches, campus based administrators</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>

Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> CBPL leads team data dig after each CBA.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CBPL lead, EOC teachers, district coaches, campus based administrators</p>	Formative		Summative
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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> Provide opportunities for teachers to become familiar with the HQIM through structured professional development.  <b>Strategy's Expected Result/Impact:</b> Increase teacher autonomy and confidence to engage in the curriculum with fidelity.  <b>Staff Responsible for Monitoring:</b> Teachers, district coaches, campus based administrators</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> Coaching opportunities will be used as a partnership to support teachers.  <b>Strategy's Expected Result/Impact:</b> Modeling lessons and/or reteaching opportunities to increase student success in TEKS mastery.  <b>Staff Responsible for Monitoring:</b> Teachers, district coaches, campus based administrators</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> Coaching cycles will be utilized for teachers whose formative data shows to be inconsistent with team members.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement in alignment with team members.  <b>Staff Responsible for Monitoring:</b> District coaches, campus based administrators</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Utilize TNTP rubric for classroom walkthrough focused on the Essential Content area of focus.  <b>Strategy's Expected Result/Impact:</b> Students engaged in content aligned to the appropriate standards for their subject and grade and using the appropriate activity.  <b>Staff Responsible for Monitoring:</b> District coaches, district specialist and campus based administrators.</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 10%, from 41% to 51%.

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

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Students will utilize MyPath during SOAR RtI intervention time one day a week to increase growth in reading. <b>Strategy's Expected Result/Impact:</b> Increase in student lexile levels and provide readiness for SAT/ACT. <b>Staff Responsible for Monitoring:</b> Teachers, district coaches, campus based administrators	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Students will utilize MyPath during SOAR RtI intervention time once every two weeks to increase growth in math. <b>Strategy's Expected Result/Impact:</b> Increase in readiness for SAT/ACT and TSI. <b>Staff Responsible for Monitoring:</b> Teachers, district coaches, campus based administrators.	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Assign intervention courses, English College Prep, Math College Prep, Math Models, and Practical Writing. <b>Strategy's Expected Result/Impact:</b> Increase in readiness for SAT/ACT and TSI. <b>Staff Responsible for Monitoring:</b> Intervention teachers, district coaches, campus based administrators.	<b>Formative</b>		<b>Summative</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: 80.0%

Special Education: 79.7%

Economically Disadvantaged: 86.7%

**Evaluation Data Sources:** 2025 Accountability Data





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Students will utilize MyPath, once every two weeks during SOAR RtI intervention time and Mathia, two times a week in Algebra to close gaps in math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students start at their currently math level and are able to demonstrate growth over time.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, district coaches and campus based administrators.</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 provide direct instruction and accommodations in compliance with student individualized education plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of IEP plan with fidelity will allows students to achieve at levels similar to their non-disabled peers.</p> <p><b>Staff Responsible for Monitoring:</b> General Education and Inclusion teachers, case managers, campus based administrators.</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> Student identified as Economically Disadvantage have an opportunity for additional instruction and support through Beyond the Bell, teacher tutorials and Saturday School.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase academic achievement by utilizing targeted tutorials.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, campus based administrators</p>	<b>Formative</b>		<b>Summative</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 21% to 30%.





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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> EB Newcomer students will utilize Summit K-12 three times a week during their Linguistic Development class.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase English Language Proficiency in Reading, Writing, Speaking and Listening</p> <p><b>Staff Responsible for Monitoring:</b> EB teachers, ESL teaching assistant, campus based administrators</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> Individual goal setting with students on TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will put in effort to achieve their goal.</p> <p><b>Staff Responsible for Monitoring:</b> English teachers, testing coordinator, TELPAS administrator.</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 information on the reason the students are taking the TELPAS test and what it measures.</p> <p><b>Strategy's Expected Result/Impact:</b> A greater understanding will increase student buy-in to demonstrate maximum effort.</p> <p><b>Staff Responsible for Monitoring:</b> English teachers, testing coordinator, TELPAS administrator.</p>	<b>Formative</b>		<b>Summative</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		
<b>Strategy 1:</b> Accurately communicate targeted professional development based on teaching assignments. <b>Strategy's Expected Result/Impact:</b> Teachers demonstrate enhanced knowledge of material taught during professional development and transfer learning to planning and instruction. <b>Staff Responsible for Monitoring:</b> Teachers, district coaches and specialists, campus-based administrators.	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Follow up with teachers post PD session to ensure fidelity to implementation <b>Strategy's Expected Result/Impact:</b> Complete classroom walkthroughs to verify implementation and offer coaching/reteaching supports to those identified needing extra support. <b>Staff Responsible for Monitoring:</b> District coaches/specialist, campus based administrators	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Targeted PD offered on professional development days, tailored to school-wide instructional focus. <b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate enhanced learning in areas of instructional focus as evidenced by classroom walkthroughs. <b>Staff Responsible for Monitoring:</b> Teacher leaders, District coaches/specialist, campus based administrators	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 89% to 93 %.





**Evaluation Data Sources:** PEIMS Attendance Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Create a written attendance plan.  <b>Strategy's Expected Result/Impact:</b> Ensures the proper steps are in place to support students and parents.  <b>Staff Responsible for Monitoring:</b> Attendance clerks, truancy officer, school counselors and social workers, campus based administrators</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> Implement a written process for truancy prevention to monitor students with chronic absences or are at high-risk for not meeting attendance requirements.  <b>Strategy's Expected Result/Impact:</b> Consistent truancy prevention process ensures students are supported and removing of attendance barriers.  <b>Staff Responsible for Monitoring:</b> Attendance clerks, truancy officers, school counselors/social workers, campus based administrators.</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 opportunities and modalities for students and families to learn about attendance procedures.  <b>Strategy's Expected Result/Impact:</b> Education on attendance utilizing parent meetings, phone calls, School Status and Skyward.  <b>Staff Responsible for Monitoring:</b> Attendance clerks, truancy officers, school counselors/social workers, campus based administrators.</p>	<b>Formative</b>		<b>Summative</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> Reinforce positive classroom management strategies using the Indicators of a Well-Managed classroom.  <b>Strategy's Expected Result/Impact:</b> Increase student time on task and decrease in teacher referrals.  <b>Staff Responsible for Monitoring:</b> Teachers, district coaches, campus based administrators</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> Use restorative practices to encourage students to reflect on behavior, take accountability and restore relationships with teachers/classmates.  <b>Strategy's Expected Result/Impact:</b> Students will be welcomed to rejoin the class and re-engage in learning activities.  <b>Staff Responsible for Monitoring:</b> Teachers, campus monitors, behavior support staff, campus based administrators</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> Implement MTSS behavior support model.  <b>Strategy's Expected Result/Impact:</b> Students in need of additional behavior support will be identified and a behavior support plan will be implemented to support positive behaviors.  <b>Staff Responsible for Monitoring:</b> Teachers, campus monitors, behavior support staff, school counselors/social workers, campus based administrators.</p>	<b>Formative</b>		<b>Summative</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> School-wide implementation of Google Classroom for all instructional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Student increase in understanding of how to navigate digital classrooms and associated software.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, district coaches, campus based administration.</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> Utilization of Mathia, Desmos and MyPath for students enrolled in math courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrate an increase in math skills as demonstrated on MAP, STAAR, ACT/SAT, and TSI tests.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, district coaches/specialists, campus based administrators.</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> Utilize AI software, Magic School to provide AI generated feedback for student writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Student increase in STARR English I &amp; II tests scores, as evidenced on SCR and ECR writing.</p> <p><b>Staff Responsible for Monitoring:</b> English/History teachers, district coach/specialist, campus based administrators.</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 from 31% to 21%.





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

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Consistent campus wide expectations and accountability for staff and students. <b>Strategy's Expected Result/Impact:</b> Increase in staff perception of support from administration. <b>Staff Responsible for Monitoring:</b> Department chairs, CBPL leaders, campus based administrators.	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Mentor support for teachers new to teaching provided by experienced teacher. <b>Strategy's Expected Result/Impact:</b> Increase in knowledge of campus guidelines, procedures and classroom management strategies for new teachers. <b>Staff Responsible for Monitoring:</b> Teacher mentors, campus administrators, district mentor coordinator	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Implementation of CCHS Sunshine Committee to focus on activities to promote staff socialization, develop initiatives to recognize and celebrate collaborative efforts and achievements. <b>Strategy's Expected Result/Impact:</b> Increase staff connectedness to campus. <b>Staff Responsible for Monitoring:</b> Sunshine committee, campus based administrators	<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 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> Targeted parent/family events for Emergent Bilingual/New Comer Families  <b>Strategy's Expected Result/Impact:</b> Increase in parent/family knowledge of how to support their student's positive attendance, behavior, and academics.  <b>Staff Responsible for Monitoring:</b> Multilingual department, EB staff members, campus based administrators</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> Plan parent/family educational events in conjunction with existing performances/activities/competitions.  <b>Strategy's Expected Result/Impact:</b> Increase in parent/family participation knowledge of targeted topics.  <b>Staff Responsible for Monitoring:</b> College and Career Advisors, School Counselors/Social Workers, campus based administrators.</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> Opportunities for parents to participate in college/career field trips and campus events.  <b>Strategy's Expected Result/Impact:</b> Increase parents' knowledge of post secondary opportunities.  <b>Staff Responsible for Monitoring:</b> College and Career Advisors, School Counselors/Social Workers, campus based administrators</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>			

**Goal 4: Collaborative Partnerships Goal:** We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 3:** By May 2025, increase the percentage of graduates that are college, career, and/or military ready (CCMR) from 77% to 87%

**Evaluation Data Sources:** 12 indicators of CCMR

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide multiple opportunities through the year in all CCMR indicators for all students to participate in.  <b>Strategy's Expected Result/Impact:</b> Increase in number of students CCMR ready.  <b>Staff Responsible for Monitoring:</b> College and Career advisors, School Counselors, Principal, Associate 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> Create a system for providing feedback to students, teachers and parents about progress and areas for improvement.  <b>Strategy's Expected Result/Impact:</b> Increase student understanding of action steps they can take to achieve CCMR.  <b>Staff Responsible for Monitoring:</b> College and Career advisors, School Counselors, Principal, Associate Principal</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> Utilize a comprehensive student tracking system to monitor every student in Class of 2025 for CCMR completion.  <b>Strategy's Expected Result/Impact:</b> All students will be monitored and an individualize plan for CCMR completion will be created.  <b>Staff Responsible for Monitoring:</b> College and Career Advisors, School Counselors, Associate Principal, Principal</p>	<b>Formative</b>		<b>Summative</b>
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