

Bastrop Independent School District

Cedar Creek Elementary

2025-2026 Goals/Performance Objectives/Strategies



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.

Value Statement

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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Goal 2: Domain 1 By May 2026, we will decrease our number of zeros on the ECR from 77% - 40% --3rd grade STAAR: from 83% to 40% --4th grade STAAR: from 80% to 40% --5th grade STAAR: from 66% to 33% 6

Goal 3: Domain 2 By May, 2026, increase the number of students meeting annual growth on: STAAR Reading from 46 to 70% STAAR Math from 56 to 70% 8

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Goals

Goal 1: Domain 1

By May 2026, we will increase our overall domain 1 score from 20% to 32%.

--3rd grade STAAR: from 18% to 32%

--4th grade STAAR: from 21% to 32%

--5th grade STAAR: from 20% to 32%

Performance Objective 1: Formative assessment data from studio rotations/intervention show mastery for 75% of the students participating in studios/intervention.

Evaluation Data Sources: Pre assessment/post assessment every 4 weeks as studios rotate.

Strategy 1 Details	Reviews		
Strategy 1: 100% of teachers are submitting, analyzing, and reorganizing students by need every 4 weeks. Strategy's Expected Result/Impact: Increased student achievement and leaders can respond quickly to grade-level or content-area gaps. Staff Responsible for Monitoring: Administrators, Instructional Coaches and CBPL Leads 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Conduct JIT professional development that connect teacher instructional moves in small groups and student outcomes. Strategy's Expected Result/Impact: provide immediate, targeted training that directly impacts instructional quality and accelerates student learning Staff Responsible for Monitoring: Instructional Coaches and CBPL Leads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Conduct walkthroughs and feedback cycles weekly with Tier 3 teachers. Strategy's Expected Result/Impact: Provide frequent, targeted support that helps address significant instructional gaps and improve student outcomes Staff Responsible for Monitoring: CBPL Leads, teachers, coaches TEA Priorities: 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Instructional Coach - 211 - Title I, Part A - 6119	Formative		Summative
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Goal 2: Domain 1

By May 2026, we will decrease our number of zeros on the ECR from 77% - 40%

--3rd grade STAAR: from 83% to 40%

--4th grade STAAR: from 80% to 40%

--5th grade STAAR: from 66% to 33%

Performance Objective 1: Once a month, teachers are collaborating on student work samples with 60% of students scoring a 2 or better on their writing samples.

Evaluation Data Sources: Student Work Samples, Writing Rubric Scores, Collaboration Meeting Notes/Agendas, Data Tracking Spreadsheet or Platform Reports, and Student Growth Over Time Chart

Strategy 1 Details	Reviews		
Strategy 1: Teachers are consistently using week 3 & 4 of intervention time working on STAAR aligned writing samples. Strategy's Expected Result/Impact: Students demonstrate improved performance on STAAR-aligned writing tasks, with increased proficiency in organization, clarity, and use of evidence, as reflected in rubric scores and benchmark assessments. Consistent practice during weeks 3 and 4 leads to greater familiarity with STAAR expectations and measurable growth in writing scores over time. Staff Responsible for Monitoring: RLA Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Provide campus wide PD on the writing process to support all teachers in the writing process in all content areas. Strategy's Expected Result/Impact: All teachers implement a consistent, campus-wide writing process across content areas, resulting in increased student writing quality, improved rubric scores, and greater integration of writing strategies into daily instruction, leading to measurable gains in student literacy and STAAR writing performance. Staff Responsible for Monitoring: CBPL Leads, teachers, coaches 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Provide teachers with PD to implement using AI as a feedback tool for students on their writing. Strategy's Expected Result/Impact: Teachers effectively integrate AI tools to provide timely, personalized feedback on student writing, leading to faster revision cycles, improved writing quality, and increased student ownership of the editing and revision process, as evidenced by growth in rubric scores and overall writing proficiency. Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
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Goal 3: Domain 2

By May, 2026, increase the number of students meeting annual growth on:

STAAR Reading from 46 to 70%

STAAR Math from 56 to 70%

Performance Objective 1: 70% of students meeting growth projection on MAP

Evaluation Data Sources: MAP Growth Reports, Student Roster Growth Summary, Class Breakdown Reports, BOY, MOY, and EOY Score Comparisons, Data Meeting Notes

Strategy 1 Details		Reviews		
Strategy 1: All students will know and set goals around growth based upon BOY and MOY MAP data. Strategy's Expected Result/Impact: Students can articulate their individual MAP growth goals and track their own progress, leading to increased ownership of learning, higher engagement in targeted skill development, and measurable improvement in meeting or exceeding projected growth targets by the end of the year. Staff Responsible for Monitoring: CBPL Leads, teachers, coaches TEA Priorities: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: 85% of students are completing 3 weekly ZEARN lessons 85% of students are completing 45min of MyPath Reading weekly Strategy's Expected Result/Impact: Consistent completion of ZEARN and MyPath Reading practice leads to increased mastery of grade-level math and reading skills, reflected in improved classroom performance, higher benchmark assessment scores, and measurable progress toward end-of-year proficiency goals. Staff Responsible for Monitoring: CBPL Leads, teachers, coaches TEA Priorities: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: RTI Meetings w/RTI Teacher and Para, Admin, DC's with each Teacher after BOY and MOY Strategy's Expected Result/Impact: Collaborative RTI meetings after BOY and MOY result in clearly defined intervention plans, consistent progress monitoring, and timely instructional adjustments, leading to improved student performance and increased percentages of students meeting grade-level expectations. Staff Responsible for Monitoring: CBPL Leads, teachers, coaches TEA Priorities: 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 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Intervention Paraprofessional - 211 - Title I, Part A - 6129	Formative		Summative
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Goal 3: Domain 2

By May, 2026, increase the number of students meeting annual growth on:

STAAR Reading from 46 to 70%

STAAR Math from 56 to 70%

Performance Objective 2: Improve student attendance by strengthening campus culture and engagement strategies, with the goal of raising the campus Average Daily Attendance (ADA) from 93.6% to 94% by the end of the school year.

Evaluation Data Sources: ADA Data for the end of the school year.

Strategy 1 Details		Reviews		
Strategy 1: Increase student participation in meaningful learning experiences, extracurricular opportunities, and campus events to boost motivation and a sense of belonging. Strategy's Expected Result/Impact: Building a school culture where students want to come to school due to learning and a sense of belonging. Staff Responsible for Monitoring: Attendance Administrator and Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Campus wide parent engagement activities will include capacity building around attendance, supporting students with reading and other content areas, and understanding assessments. Strategy's Expected Result/Impact: Increase in parent capacity to partner with the campus on attendance, student learning, and student assessment. Staff Responsible for Monitoring: Administrators Funding Sources: Capacity Building resources for parents and families - 211 - Title I, Part A		Formative		Summative
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Goal 4: Domain 3

By May, 2026, increase from 29% to 40% of students' TELPAS composite scores improving by one level

Performance Objective 1: 100% of teachers are using and updating their electronic data wall with fidelity to track EB student performance

Evaluation Data Sources: Electronic Data Wall Platform Reports, Data Wall Review Checklists, Student Performance Records, EB Student Progress Reports

Strategy 1 Details		Reviews		
Strategy 1: All students will know and set goals around their TELPAS data and have one-to-one meetings prior to taking TELPAS Strategy's Expected Result/Impact: Students understand their individual TELPAS proficiency levels and set specific, measurable language development goals through one-to-one conferences, leading to increased awareness, motivation, and targeted effort, resulting in measurable growth in TELPAS composite scores. Staff Responsible for Monitoring: CBPL Leads, teachers, coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 2 Details		Reviews		
Strategy 2: Create monitor groups for students that regressed or maintained TELPAS composite score 24-25 Strategy's Expected Result/Impact: Students who regressed or maintained their TELPAS composite score are placed in targeted monitor groups, receive focused language support, and show measurable improvement in listening, speaking, reading, and writing domains, resulting in growth on the following year's TELPAS assessment. Staff Responsible for Monitoring: CBPL Leads, teachers, coaches TEA Priorities: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Strategy 3 Details		Reviews		
Strategy 3: Provide three PD opportunities that target instructional strategies for EB students Strategy's Expected Result/Impact: Teachers implement effective, research-based instructional strategies for EB students with greater consistency, leading to increased student engagement, improved language proficiency across all domains, and measurable gains in academic performance as reflected in TELPAS and classroom assessments Staff Responsible for Monitoring: CBPL Leads, teachers, coaches 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative		Summative
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Goal 4: Domain 3
By May, 2026, increase from 29% to 40% of students' TELPAS composite scores improving by one level

Performance Objective 2: Increase teacher retention by strengthening campus culture, support systems, and engagement strategies, with the goal of retaining at least 70% of current staff.

Evaluation Data Sources: Retention rate at the end of the year for teachers who sign their contract for the 2026- 2027 school year.

Strategy 1 Details		Reviews		
Strategy 1: Strengthen teacher retention by cultivating a supportive campus culture and providing meaningful engagement opportunities through Onboarding & Mentorship, Professional Growth, Recognition & Appreciation, Feedback & Communication:. Strategy's Expected Result/Impact: Teachers feel a sense of belonging and remain on the campus Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing		Formative		Summative
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