

Cedar Hill Independent School District



Bessie Coleman Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

Goal 1: The percentage of third graders scoring at Meets+ on STAAR Reading will increase from 38% in August 2025 to 46% by August 2030.

Performance Objective 1 High Priority

By May 2027, increase the percentage of 6th grade students performing at meets or above on STAAR Reading 2027 from 41% to 55%

Evaluation Data Source: Unit Assessments

MAP Growth

STAAR Interim

STAAR Reading Proficiency

Strategy 1

Conduct weekly PLCs focused on unpacking priority TEKS, analyzing STAAR cognitive demand using lead4ward resources, and ensuring alignment among the learning objective, success criteria, instructional tasks, questioning, and demonstration of learning.

Strategy's Expected Result/Impact: Increased rigor and alignment of Tier 1 instruction, resulting in more students successfully demonstrating mastery of grade-level TEKS on common assessments and STAAR-aligned tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 6th Grade ELAR Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

Strategy 2

Use DOLs, common assessments, MAP/interim data, and student work to identify specific misconceptions and provide targeted reteach and flexible small-group instruction, with intentional monitoring of students approaching Meets.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth on identified TEKS, with an increasing percentage of students moving from Approaches to Meets or above throughout the year.

Staff Responsible for Monitoring: 6th Grade ELAR Teachers, Instructional Specialist, Assistant Principal

Funding Sources: Tutoring Funds 211 / Title I (Improving Basic Programs), \$26,700

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

Strategy 3

Conduct consistent walkthroughs and coaching cycles focused on teacher clarity, explicit modeling, checks for understanding, questioning, student engagement, and cognitive rigor. Review student performance data regularly to determine the effectiveness of instructional adjustments.

Strategy's Expected Result/Impact: Improved consistency and quality of Tier 1 ELAR instruction, with walkthrough and assessment data demonstrating increased student engagement, rigor, and progress toward the 55% Meets+ goal.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

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June

Performance Objective 2 High Priority

By May 2027, increase the percentage of 7th grade students performing at meets or above on STAAR Reading 2027 from 38% to 55%

Evaluation Data Source: Unit Assessments

MAP Growth

STAAR Interim

STAAR Reading Proficiency

Strategy 1

Conduct weekly PLCs focused on unpacking priority TEKS, analyzing STAAR cognitive demand using lead4ward resources, and ensuring alignment among the learning objective, success criteria, instructional tasks, questioning, and demonstration of learning.

Strategy's Expected Result/Impact: Increased rigor and alignment of Tier 1 instruction, resulting in more students successfully demonstrating mastery of grade-level TEKS on common assessments and STAAR-aligned tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, ELAR Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

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March

June

Strategy 2

Use DOLs, common assessments, MAP/interim data, and student work to identify specific misconceptions and provide targeted reteach and flexible small-group instruction, with intentional monitoring of students approaching Meets.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth on identified TEKS, with an increasing percentage of students moving from Approaches to Meets or above throughout the year.

Staff Responsible for Monitoring: ELAR Teachers, Instructional Specialist, Assistant Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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June

Strategy 3

Conduct consistent walkthroughs and coaching cycles focused on teacher clarity, explicit modeling, checks for understanding, questioning, student engagement, and cognitive rigor. Review student performance data regularly to determine the effectiveness of instructional adjustments.

Strategy's Expected Result/Impact: Improved consistency and quality of Tier 1 ELAR instruction, with walkthrough and assessment data demonstrating increased student engagement, rigor, and progress toward the 55% Meets+ goal.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Performance Objective 3 High Priority

By May 2027, increase the percentage of 8th grade students performing at meets or above on STAAR Reading 2027 from 58% to 70%

Evaluation Data Source: Unit Assessments

MAP Growth

STAAR Interim

STAAR Reading Proficiency

Strategy 1

Conduct weekly PLCs focused on unpacking priority TEKS, analyzing STAAR cognitive demand using lead4ward resources, and ensuring alignment among the learning objective, success criteria, instructional tasks, questioning, and demonstration of learning.

Strategy's Expected Result/Impact: Increased rigor and alignment of Tier 1 instruction, resulting in more students successfully demonstrating mastery of grade-level TEKS on common assessments and STAAR-aligned tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, ELAR Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

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March

June

Strategy 2

Use DOLs, common assessments, MAP/interim data, and student work to identify specific misconceptions and provide targeted reteach and flexible small-group instruction, with intentional monitoring of students approaching Meets.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth on identified TEKS, with an increasing percentage of students moving from Approaches to Meets or above throughout the year.

Staff Responsible for Monitoring: ELAR Teachers, Instructional Specialist, Assistant Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September	December	March	June
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Strategy 3

Strategy's Expected Result/Impact: Improved consistency and quality of Tier 1 ELAR instruction, with walkthrough and assessment data demonstrating increased student engagement, rigor, and progress toward the 55% Meets+ goal.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

June

June

Goal 2

The percentage of 3rd-Grade Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030.

Performance Objective 1 High Priority

By May 2027, increase the percentage of 6th grade students performing at meets or above on STAAR Math 2027 from 21% to 35%.

Evaluation Data Source: Unit Assessments

MAP Growth

STAAR Interim

STAAR Reading Proficiency

Strategy 1

Conduct weekly PLCs focused on unpacking priority TEKS, analyzing STAAR cognitive demand using lead4ward resources, and ensuring alignment among the learning objective, success criteria, instructional tasks, questioning, and demonstration of learning.

Strategy's Expected Result/Impact: Increased rigor and alignment of Tier 1 instruction, resulting in more students successfully demonstrating mastery of grade-level TEKS on common assessments and STAAR-aligned tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Math Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Strategy 2

Use DOLs, common assessments, MAP/interim data, and student work to identify specific misconceptions and provide targeted reteach and flexible small-group instruction, with intentional monitoring of students approaching Meets.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth on identified TEKS, with an increasing percentage of students moving from Approaches to Meets or above throughout the year.

Staff Responsible for Monitoring: Math, Instructional Specialist, Assistant Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Conduct consistent walkthroughs and coaching cycles focused on teacher clarity, explicit modeling, checks for understanding, questioning, student engagement, and cognitive rigor. Review student performance data regularly to determine the effectiveness of instructional adjustments.

Strategy's Expected Result/Impact: Improved consistency and quality of Tier 1 ELAR instruction, with walkthrough and assessment data demonstrating increased student engagement, rigor, and progress toward the 55% Meets+ goal.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Performance Objective 2 High Priority

By May 2027, increase the percentage of 7th grade students performing at meets or above on STAAR Math 2027 from 11% to 25%

Evaluation Data Source: Unit Assessments

MAP Growth

STAAR Interim

STAAR Reading Proficiency

Strategy 1

Conduct weekly PLCs focused on unpacking priority TEKS, analyzing STAAR cognitive demand using lead4ward resources, and ensuring alignment among the learning objective, success criteria, instructional tasks, questioning, and demonstration of learning.

Strategy's Expected Result/Impact: Increased rigor and alignment of Tier 1 instruction, resulting in more students successfully demonstrating mastery of grade-level TEKS on common assessments and STAAR-aligned tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Math Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Strategy 2

Use DOLs, common assessments, MAP/interim data, and student work to identify specific misconceptions and provide targeted reteach and flexible small-group instruction, with intentional monitoring of students approaching Meets.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth on identified TEKS, with an increasing percentage of students moving from Approaches to Meets or above throughout the year.

Staff Responsible for Monitoring: Math Teachers, Instructional Specialist, Assistant Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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June

Strategy 3

Conduct consistent walkthroughs and coaching cycles focused on teacher clarity, explicit modeling, checks for understanding, questioning, student engagement, and cognitive rigor. Review student performance data regularly to determine the effectiveness of instructional adjustments.

Strategy's Expected Result/Impact: Improved consistency and quality of Tier 1 ELAR instruction, with walkthrough and assessment data demonstrating increased student engagement, rigor, and progress toward the 55% Meets+ goal.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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June

Performance Objective 3 High Priority

By May 2027, increase the percentage of 8th grade students performing at meets or above on STAAR Math 2027 from 34% to 50%

Evaluation Data Source: Unit Assessments

MAP Growth

STAAR Interim

STAAR Reading Proficiency

Strategy 1

Conduct weekly PLCs focused on unpacking priority TEKS, analyzing STAAR cognitive demand using lead4ward resources, and ensuring alignment among the learning objective, success criteria, instructional tasks, questioning, and demonstration of learning.

Strategy's Expected Result/Impact: Increased rigor and alignment of Tier 1 instruction, resulting in more students successfully demonstrating mastery of grade-level TEKS on common assessments and STAAR-aligned tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Math Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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December

March

June

Strategy 2

Use DOLs, common assessments, MAP/interim data, and student work to identify specific misconceptions and provide targeted reteach and flexible small-group instruction, with intentional monitoring of students approaching Meets.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth on identified TEKS, with an increasing percentage of students moving from Approaches to Meets or above throughout the year.

Staff Responsible for Monitoring: Math Teachers, Instructional Specialist, Assistant Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Conduct consistent walkthroughs and coaching cycles focused on teacher clarity, explicit modeling, checks for understanding, questioning, student engagement, and cognitive rigor. Review student performance data regularly to determine the effectiveness of instructional adjustments.

Strategy's Expected Result/Impact: Improved consistency and quality of Tier 1 ELAR instruction, with walkthrough and assessment data demonstrating increased student engagement, rigor, and progress toward the 55% Meets+ goal.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Goal 3

The percentage of students graduating CCMR-ready, as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030.

Performance Objective 1

By May 2027, BCMS will increase the percentage of 8th-grade students demonstrating high-school and CCMR readiness through successful completion of advanced coursework, Algebra I, and/or participation in CTE pathway opportunities, establishing a strong pipeline toward the district goal of 90% CCMR readiness by 2030.

Evaluation Data Source: Algebra I enrollment and completion data; Algebra I EOC performance; advanced-course enrollment and completion; CTE enrollment/pathway data; student course grades; MAP/STAAR performance; and 8th-to-9th-grade transition/course-selection data.

Goal 4

The percentage of eighth graders achieving Meets + on Science STAAR will grow from 34% in August 2025 to 48% in 2030.

Performance Objective 1 High Priority

By May 2027, increase the percentage of 8th grade students performing at meets or above on STAAR Reading 2027 from 61% to 70%.

Evaluation Data Source: Unit Assessments

MAP Growth

STAAR Interim

STAAR Reading Proficiency

Strategy 1

Conduct weekly PLCs focused on unpacking priority TEKS, analyzing STAAR cognitive demand using lead4ward resources, and ensuring alignment among the learning objective, success criteria, instructional tasks, questioning, and demonstration of learning.

Strategy's Expected Result/Impact: Increased rigor and alignment of Tier 1 instruction, resulting in more students successfully demonstrating mastery of grade-level TEKS on common assessments and STAAR-aligned tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Science Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Strategy 2

Use DOLs, common assessments, MAP/interim data, and student work to identify specific misconceptions and provide targeted reteach and flexible small-group instruction, with intentional monitoring of students approaching Meets.

Strategy's Expected Result/Impact: Students will demonstrate measurable growth on identified TEKS, with an increasing percentage of students moving from Approaches to Meets or above throughout the year.

Staff Responsible for Monitoring: Science Teachers, Instructional Specialist, Assistant Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Conduct consistent walkthroughs and coaching cycles focused on teacher clarity, explicit modeling, checks for understanding, questioning, student engagement, and cognitive rigor. Review student performance data regularly to determine the effectiveness of instructional adjustments.

Strategy's Expected Result/Impact: Improved consistency and quality of Tier 1 ELAR instruction, with walkthrough and assessment data demonstrating increased student engagement, rigor, and progress toward the 55% Meets+ goal.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Goal 5

The percentage of students reporting positive social-emotional well-being and active school engagement will increase by 15 percentage points from BOY to EOY in the Student Perception Surveys

Performance Objective 1

By May 2027, BCMS will increase the percentage of students reporting positive social-emotional well-being and active school engagement by 15 percentage points from BOY to EOY, as measured by the Student Perception Survey.

Evaluation Data Source: BOY, MOY, and EOY perception data will be reviewed to monitor changes in students' sense of belonging, relationships with adults and peers, school connectedness, emotional well-being, and engagement in the school community.

Strategy 1

Implement a campus-wide student engagement and belonging initiative that provides students with meaningful opportunities to build positive relationships with adults and peers, participate in extracurricular activities, develop student voice and leadership, and receive targeted social-emotional support.

Strategy's Expected Result/Impact: Students will demonstrate increased feelings of belonging, connection to trusted adults, participation in campus activities, and overall engagement, resulting in a 15-percentage-point increase from BOY to EOY Student Perception Survey results.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers, Sponsors/Coaches, and Student Support Staff.

Formative Reviews

No Progress

September

December

March

June