

# Bastrop Independent School District

## Cedar Creek Elementary

2019-2020



# Mission Statement

Cedar Creek Elementary supports the academics, social, and emotional development of all students and is committed in building a culture of high expectations for all.

## Vision

We will create a community of learners who are empowered to reach high levels of academic success, fostered by an environment that is creative, collaborative, connected, and cooperative.

## Core Beliefs

We Believe That....

- Family is the foundation that supports the development of the individual and the community.
- Respect for other and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A Culture of high expectations is a commitment to our future.
- Positive character produces positive actions.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cedar Creek Elementary is a neighborhood school located about 25 miles east of Austin. It serves approximately 790 students in grades PPCD to 4th grade. Our Pre-Kindergarten program offers half-day services to children who qualify by income, English-language proficiency, military or foster care. The Hispanic/Latino population continues to make up the majority of the school's student population. Enrollment at CCE is at 88% of Hispanic/Latino descent.

<i>Demographics</i>	<b>15-16</b>	<b>16-17</b>	<b>18-19</b>
<b>African American</b>	1% (8)	0.9% (7)	.85% (7)
<b>Hispanic/Latino</b>	86.6% (638)	86% (671)	88.4% (725)
<b>White</b>	10.3% (76)	10.4% (81)	8.7% (71)
<b>AmerIndian</b>	0.4% (3)	0.1% (1)	.0% (0)
<b>Two or more</b>	1.2% (9)	2.3% (18)	2.1% (17)

According to the annual TAPR report, the majority of CCE students are on reduced or free lunch. However, this percentage as well as the at-risk category have been decreasing as the chart below shows. The ELL category has been steady for the most part with a slight fluctuation from 61.2% to 62.3%. Our special education percentages have been increasing over the years.

<b>Sub Pops</b>	<b>15-16</b>	<b>16-17</b>	<b>18-19</b>
<b>EcoDis</b>	80.6% (629)	78.4% (618)	88.0% (720)
<b>ELL</b>	59.8% (441)	61.2% (477)	62.3% (511)
<b>At Risk</b>	88.1% (649)	86.4% (674)	82.2% (632)
<b>Sped</b>	7.7% (57)	8.6% (67)	12.7% (99)

In general, total enrollment has been steady for the past three years with approximately 780-810 students. In 2017-2018, 3.48% of students participated in GT. In 2018-2019, 3.54% of students were in GT.

Close to 16.6% of the professional staff has six to 20+ years of experience. 33.7% of the teachers has between 11-20 years of experience. Whereas 11.9%, are novice teachers or with less than five years of experience. GT certified teachers are steadily increasing as the District continues to provide those opportunities for educators. Additionally, the majority of the staff are ESL certified.

The Cedar Creek community is a rural community where English and Spanish are spoken primarily. Residents in the community live in large areas of land, in subdivisions or in compounds.

### **Demographics Strengths**

- Retention of teachers with 12 plus years of experience
- ESL certified teaching and support staff
- GT certified teachers are steadily increasing
- Bilingual Administration (3.0)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is an increase in identification of students in Special Education. **Root Cause:** Some of the students enrolling at CCE have both academic and behavior needs

# Student Achievement

## Student Achievement Summary

The data sources used for this area was PreK Tango Data, EOY TPRI and Tejas LEE scores for Kinder through 2nd grade, and TELPAS information. Base on this data, Cedar Creek Elementary shows strengths in the area of math. All students across grade levels continue to make progress in reading fluency and comprehension, CCE students also continue to make progress in math computation and multi-step word problems. Bilingual students will require more support in all content areas especially those students that participate in an exception classrooms.

For the past four years, student performance at CCE has been increasing, as measured by the index system of State accountability. In 2017-2018, the District added .5 AP and in 2018- 2019 to a 1.0 AP. The same administrative team has been stable for the last two years.

<i>Performance Level Data- 3rd Grade Math</i>	<b>2018</b>	<b>2019</b>
<b>Approaches</b>	83%	72%
<b>Meets</b>	46%	32%
<b>Masters</b>	22%	25%
<b>PL Average</b>	50%	52%

<i>Performance Level Data- 4th Grade Math</i>	<b>2018</b>	<b>2019</b>
<b>Approaches</b>	78%	66%
<b>Meets</b>	47%	42%
<b>Masters</b>	24%	29%
<b>PL Average</b>	50%	46%

<i>Performance Level Data- 3rd Grade Reading</i>	<b>2018</b>	<b>2019</b>
<b>Approaches</b>	60%	68%
<b>Meets</b>	25%	34%

<i>Performance Level Data- 3rd Grade Reading</i>	<b>2018</b>	<b>2019</b>
<b>Masters</b>	12%	21%
<b>PL Average</b>	32%	41%

<i>Performance Level Data-4th Grade Reading</i>	<b>2018</b>	<b>2019</b>
<b>Approaches</b>	55%	58%
<b>Meets</b>	28%	26%
<b>Masters</b>	13%	13%
<b>PL Average</b>	32%	32%

<i>Performance Level Data-4th Grade Writing</i>	<b>2018</b>	<b>2019</b>
<b>Approaches</b>	41%	48%
<b>Meets</b>	19%	20%
<b>Masters</b>	2%	3%
<b>PL Average</b>	21%	24%

CCE Met Standards according to the new 2019 Spring accountability campus domains and overall ratings as shown below. The school's relative performance is a score of 71 which is translated to a C.

	<b>Domain 1</b>	<b>Domain 2-A</b>	<b>Domain 2-B</b>	<b>Domain 3</b>	<b>Overall</b>
<b>Scaled Score</b>	67	57	73	61	<b>Met Standard C</b>



CCE has been successful in teaching math in the last three years. White students have performed as expected in all areas, every year. Whereas, Hispanics/Latinos have only performed as expected in Math, every year. Overall, in the area of ELA/Reading, we struggle with most sub-groups in reading and writing. In 2019, CCE received a Distinction in Math.

		ALL Ss	AA	Hisp	White	EcoDis	Sped	ELL
16-17	Rdg	N	-	N	Y	N	N	N
	Mth	Y	-	Y	Y	Y	N	Y
	Wtg	N	-	N	-	N	-	N
17-18	Rdg	N	-	N	Y	N	Y	N
	Mth	Y	-	Y	Y	Y	Y	Y
18-19	ELA	N	-	N		N	N	N
	Mth	Y	-	Y		Y	N	Y

### Student Achievement Strengths

- Overall gains in 3-4 grades in all subjects.
- Tejeas Lee/TPRI K-2 >98% at EOY.
- Increase in 4th Math Advanced scores from 24% to 29%.
- 3rd grade math exceeded goal of 46% overall with 50% overall average.
- Increase in all PLs for 4th writing
- CCE received a Math distinction and an overall rating of C for 2018-2019 school year.
- PreK-Most of the students made acceptable progress in the C+Palls math screener.
- Students in Prek also showed progress in Phonemic Awareness at the end of the year.
- Kinder-80% of students had mastery in quantity recognition in EOY TEMI assessment.
- First graders are able to identify 3 dimensional shapes and did well in Place Value.
- Second grade performed well on place value at EOY math test.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading fluency and comprehension continue to be an area of focus for K-4 for 2019-2020 school year. **Root Cause:** Core reading instruction is not implementing with fidelity in all classrooms.

**Problem Statement 2:** Students are struggling in revising and editing and writing compositions at CCE. **Root Cause:** Students are requiring more support in TELPAS and STAAR writing.

# School Culture and Climate

## School Culture and Climate Summary

The data sources used to assess school culture and climate were attendance data and strategies, PBIS meeting notes, and the District climate survey for staff, parents, and students.

The staff climate survey shows a decrease in most areas for the 2018-2019 school year..

	17-18	18-19
<b>At my school</b>	85%	80%
<b>Campus Principal</b>	86%	55%
<b>Curriculum and Instruction</b>	93%	93%
<b>Resources &amp; Prof. Development</b>	90%	81%
<b>Student Behavior</b>	87%	76%
<b>Work Environment</b>	93%	79%

According to the data, our strengths at CCE is that our teachers work well as a team, students enjoy coming to school, they have a strong desire to learn and are engaged in their learning, and that CCE encourages and facilitates parental involvement. Additionally, Eagle Pride recognition and Genius Hour at the library have been identified as effective positive behavior reinforcement strategies.

The 2019 spring student survey was conducted among 3rd and 4th graders (275). Overall, the majority of the categories are slightly higher or similar in comparison to District's results.

A school-wide behavior system has been in place and we will continue to make improvements to our program and modify as needed with the assistance of the PBIs committee.

## School Culture and Climate Strengths

- Collaboration and support amongst colleagues is a strength at CCE.
- 100% of staff feels that we have high standards for academic performance for all students.
- In the student behavior category, staff feels supported by the counselor, behavior specialist, and assistant principals.

- CCE is addressing ways to increase attendance and we have some reward incentives in place.
- Effective strategies for enforcing positive student behavior were identified as Eagle Pride, social contracts, and Genius Hour.
- Parents believe CCE has established a positive learning environment for their students.
- Parents say that their children feel safe at school is at 89% English and 100% Spanish.
- 83% of the students indicate that they have fun learning at CCE; while 94% say they learn problem solving strategies.
- Overall, the students who responded feel that the principal, the assistant principal and teachers care about them.
- In terms of student safety, 83% of students responded feeling very safe or safe at school, higher by 6% than the District.
- CCE has a 0% rate of disciplinary removals.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** CCE has implemented a school wide behavior program and will continue to monitor the program for improvements. **Root Cause:** This will require 100% buy in from all staff members.

**Problem Statement 2:** CCE will address safety drills, bullying and mental health trainings and support. **Root Cause:** There is minimal training in these areas for staff from District Personnel.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Bastrop ISD is located 25 miles west of Austin, TX. The district is within distance of various regional universities and colleges as well as to a flagship university to recruit well-trained teachers. TEA (2015-2016) recorded years of experience for the professional teaching staff in Bastrop ISD.

This data indicates that nearly 60% of all professional staff have 6+ years of teaching experience. It is also important to note the district's average of new teachers remains below the state's average indicating teachers are remaining in the district beyond their first year in the classroom.

The district participates in selected association meetings, conferences, and job fairs that target administration, minorities, and bilingual certified teachers. Current education research indicates new teachers entering the profession are at an all-time low (near Today, 2016). The National Education Association (2013) noted salary plays a significant factor in teacher retention, especially for new teachers, as they realize the additional hours beyond the school day and week can be highly demanding for planning, professional development, and preparation. For this reason, the district should note the following data regarding salaries provided by TEA (2016) specific to Bastrop ISD. BISTD has adjusted salary increases for the 2019 school year.

## Staff Quality, Recruitment, and Retention Strengths

- The district has made an effort to provide relevant and on-going professional development for staff members across grade levels and content areas to support high quality teaching. Some of these on-going trainings include ESL Academy, Sheltered Instruction, and Technology Integration.
- Additionally, the district is moving towards all paraprofessionals meeting Highly Qualified standards as defined by the state of Texas. The district has opted to have our own staff members trained to be official trainers so that this process may continue.
- The district implemented in 2019-2020a \$6,000 stipend for any teacher who occupies a bilingual classroom in an effort to attract educators to this high demand field. Secondly, Bastrop ISD also offers a \$6000 stipend for educators certified in ESL instruction. They have also implemented a salary increase for staff.
- The district has an established partnership with the Bastrop Education Foundation which offers grants for innovative teaching.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** There remains a high demand for certified bilingual teachers. **Root Cause:** Bastrop ISD offers a stipend for bilingual/ESL teachers, but there still continues to be a shortage.

**Problem Statement 2:** The district is below the state's averages in retaining teachers with 6-10 years and 11-20 years' experience. **Root Cause:** Education

research indicates new teachers entering the profession is at an all time low.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

**Tutoring:** Tutoring consisted of after-school and one push-in tutor. This was effective in having students work in smaller groups with prescriptive lessons. New this year, only one tutor was hired for during the day support. Additionally, RtI paraprofessional (.80) was added to the team to support classrooms instead of hiring tutors in the spring.

**Dyslexia:** Basic Language Skills program is effective for increasing reading levels for dyslexic students. CCE has a fulltime Dyslexia teacher who supports Bilingual students. We believe more progress can be made if more time were allotted each day for instruction.

**RTI:** Students are referred to RTI after being identified as weak with reading and/or math via academic targets. There has been an increase in reading levels, vocabulary and decoding skills. More effective time constraints for instruction, acquiring appropriate resources, and limiting group sizes would improve the overall results. Collaboration between RtI and classroom teachers would also greatly benefit the quality of instruction.

**Bilingual:** The Bilingual Instruction Model provides a systematic, in class support by focusing on the successful implementation of the early exit bilingual model which bridges instruction for students in students' 1st and 2nd language. In conjunction, students are provided with SIOP strategies to help improve instruction and student understanding. Throughout the year, training is provided to teachers through Bilingual Staff Development Sessions, Bilingual PLC's, Bilingual Cohort and Grade Team Level Collaboration. Best Practices are used such as Vocabulary Instruction and Dictados to help further language development. To increase effectiveness, the need to recruit and hire highly qualified Bilingual/ESL instructional staff is essential. There is also a need for more resources in the content areas, especially Math, Science, and Social Studies. Continued in-service on Best Practices and STAAR Prep would greatly benefit the teachers with instruction. Collaboration about Uniformed Assessments across grade level would also assist with quality instruction.

CCE is committed on the delivery of instruction through sheltered instruction-based on the Bastrop Instructional Guide strategies.

## Curriculum, Instruction, and Assessment Strengths

Topic: Tutoring

After-School:

- small groups (5-6)
- quiet and focused atmosphere
- prescriptive lessons based on data and specific resources

#### Push-In:

- skills folders for selected students based on data
- multiple tutors met with students for extra support
- One Push-In tutor for daily support

#### Topic: PLCs

- great support for new team members
- collaboration!
- new lesson plan doc made us stop and think/plan differentiation for all students and justify all activities
- best way to plan and gives consistency in grade levels
- grades and guidelines for expected level of learning

#### Topic: Bilingual

- Early-exit model
- SIOP Strategies
- Bilingual Training Sessions, Bilingual PLC's On Campus, Bilingual Cohort, Team Collaboration, Push in Tutors
- Dictados, Dictation/Vocabulary Development

#### Topic: Dyslexia

- Multisensory
- Repetitive
- Researched Based
- Sequential
- Targets deficits in phonology, handwriting, spelling, and reading
- Spanish and English services

#### Topic: RtI

- Increased decoding skills
- Reading levels have increased
- Building Vocabulary
- Positive Outlook
- Targeted support staff (two lead teachers and four paraprofessionals)
- Daily support K-4 in following push-in (guided reading) and pull-out (math or reading) schedules



## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** There is a need to continue hiring highly qualified teachers in order to provide rigorous instruction to serve our population. **Root Cause:** Due to the lack of communication and coordination from HR, we loose opportunity to hire highly qualified candidates.

**Problem Statement 2:** Staff may lack training/knowledge of strategies before working with students, have built in time for teacher/tutor communication, and more flexibility for scheduling in order to achieve a successful tutoring program. **Root Cause:** The lack of opportunity and/or time to provide training and have continuous communication between teacher, tutors and other staff members.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Community Involvement: Cedar Creek Elementary enjoys partnerships with the Cedar Creek United Methodist Church. We get some support through the Bastrop Chamber of Commerce's "We Believe in BISD" campaign. Businesses are assigned to the camps and participation rotates. Some of the teacher get support via grants provided through the Bastrop Education Foundation. Total dollar amount depends upon the number of teachers who apply, quality of applications, and dollars available. Staff at CCE received \$6,000 for the 2019-2020 school year.

Family Involvement: Cedar Creek Elementary archives sign-in sheets for events (Thanksgiving Luncheon). Parents come to eat lunch with their children and large numbers (300+) attend special events during the day. CCE has several opportunities for families to participate throughout the year (i.e Winter Book Fair, Literacy Night, Science Fair/Family Night, and Spring Book Fair). Campus principal also hosts session of "Coffee with the Principal" in Fall and in the Spring. Newsletters go to parents in English and Spanish either weekly or monthly depending upon grade level. A campus CCE newsletter goes out monthly. Our school webmaster updates the school website with information and pictures of school events. Additionally, Blackboard is used to make phone blasts to inform or remind parents of specific events. Teachers are required to have parent/teacher conferences at least two or more a year, particularly for students at-risk of retention. The campus makes a special effort to accommodate parents who need translation assistance.

## Parent and Community Engagement Strengths

- Parents supports what happens at school by attending events and contributing to efforts like fund-raising and volunteering for special events.
- Teacher Liaisons helps keep the line of communication open between PTA and faculty.
- Strong community connections
- Principal has designed a brief volunteer orientation for families and community
- the Counselor provides training once or twice per month to parent volunteers

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Providing more advertisement for school events to increase parent involvement. **Root Cause:** Parents need diverse sources of reminders to school events other than school flyers and newsletters.

**Problem Statement 2:** CCE needs a Technology Event campus for parents and community to ensure all parties are up to date with the technology and applications students are using at school **Root Cause:** Parents are not familiar with the applications and other technology programs their children use at school. Some of these programs can be used at home as well.

**Problem Statement 3:** Provide parents a survey of how they may be able to help and support at CCE. **Root Cause:** The school needs assistance and volunteers.

# School Context and Organization

## School Context and Organization Summary

Data highlights that the District provides general support for the campus in terms of resources and providing the appropriate personnel. It is noted that teachers are supported by Administration especially with providing time to plan, class coverage, and substitutes to cover classes so teachers can administer tests.

The current CCE's master schedule provides teachers with ample planning time to ensure that the students are receiving the best instruction available to them. Instructional staff frequently provides feedback to the District C&I team, as well as the campus administrative team via online surveys, PLC meetings, Campus committees, and district level support. Teachers have opportunities to collaborate with the Instructional Coaches to decide what is needed on common assessments, resources, data, and what to expect on all future assessments. Overall, CCE continues on the growth path of academic success.

## School Context and Organization Strengths

- District provides a strong system within the school such as RtI, curriculum specialist, and campus behavior support.
- Administration provides resources needed, time for planning and teacher collaboration, testing and assessments, and allow for input from staff on decisions that affect the campus in a constructive way.
- Organized and Effective PLCs
- Staff is encouraged by Administration to discuss new ideas and new ways to teach certain topics.
- Campus level instructional support staff and administrative teams are available for teacher to provide feedback and opinions regarding grade-level curriculum implementation and strategies
- Staff members appointed to be part of the CIP and the SBDM committee.
- Side-Based-Decision Making Committee meets regularly and stakeholders voice their opinion and assist in resolving school issues.
- The format used to convey school expectations is written in a consistent format: Be Safe, Be Responsible, and Be Respectful

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Teachers can become more effective on how the TEKs specifically aligned to assessments so that instruction is rigorous and complex for all students. **Root Cause:** With new teachers on campus or new to grade levels, not knowing how to access grade-level resources, District and campus.

**Problem Statement 2:** CCE will address safety drills, bullying and mental health trainings and support. **Root Cause:** There is minimal training in these

areas for staff from District Personnel.

# Technology

## Technology Summary

Individuals were confident in their ability to integrate multiple types of technology information and their instruction. Staff is aware of what technology is available to them; they can easily access it and are aware of the digital learning resources. As far as the effective use of technology as it pertains to the user's ability, online technology training is available to those who utilize it. Training is provided for Skyward, Google, proper device use, various trainings of Digital Learning kits, and one-on-one trainings between digital learning specialist and staff. Impact has been a relatively successful transition from Eduphoria Forethought to Goggle Drive for lesson plans according to the technology department. A network is in place to provide access to the network both wired and wireless throughout the campus.

Our librarian keeps an inventory of campus technology and assigns the distribution of student laptops according to grade levels and needs.

## Technology Strengths

- Staff can connect and use a document camera, standard projector, and TV screen monitor
- Staff can troubleshoot simple problems on their computer
- Read, compose, and send emails
- Create and share Word documents in Google docs
- Online training is available to strengthen the effective use of technology for those who utilize it.
- On-going technology training and support provided by the District.
- Students have access to computers in the classrooms and to two computer labs.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** With the size of our campus, we have a limited amount of equipment for students to access. **Root Cause:** The amount of funds and the number of laptops issued to the campus are limited.

**Problem Statement 2:** Provide a more structured and required technology training on campus for our staff. **Root Cause:** Some teachers do not seek assistance to extend their technology knowledge or to utilize their equipment fully.

# Priority Problem Statements

**Problem Statement 1:** There is an increase in identification of students in Special Education.

**Root Cause 1:** Some of the students enrolling at CCE have both academic and behavior needs

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Reading fluency and comprehension continue to be an area of focus for K-4 for 2019-2020 school year.

**Root Cause 2:** Core reading instruction is not implementing with fidelity in all classrooms.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Students are struggling in revising and editing and writing compositions at CCE.

**Root Cause 3:** Students are requiring more support in TELPAS and STAAR writing.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** CCE has implemented a school wide behavior program and will continue to monitor the program for improvements.

**Root Cause 4:** This will require 100% buy in from all staff members.

**Problem Statement 4 Areas:** District Culture and Climate

**Problem Statement 5:** There remains a high demand for certified bilingual teachers.

**Root Cause 5:** Bastrop ISD offers a stipend for bilingual/ESL teachers, but there still continues to be a shortage.

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 6:** The district is below the state's averages in retaining teachers with 6-10 years and 11-20 years' experience.

**Root Cause 6:** Education research indicates new teachers entering the profession is at an all time low.

**Problem Statement 6 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 7:** There is a need to continue hiring highly qualified teachers in order to provide rigorous instruction to serve our population.

**Root Cause 7:** Due to the lack of communication and coordination from HR, we loose opportunity to hire highly qualified candidates.

**Problem Statement 7 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 8:** Staff may lack training/knowledge of strategies before working with students, have built in time for teacher/tutor communication, and more flexibility for scheduling in order to achieve a successful tutoring program.

**Root Cause 8:** The lack of opportunity and/or time to provide training and have continuous communication between teacher, tutors and other staff members.

**Problem Statement 8 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 9:** Providing more advertisement for school events to increase parent involvement.

**Root Cause 9:** Parents need diverse sources of reminders to school events other than school flyers and newsletters.

**Problem Statement 9 Areas:** Parent and Community Engagement

**Problem Statement 10:** CCE needs a Technology Event campus for parents and community to ensure all parties are up to date with the technology and applications students are using at school

**Root Cause 10:** Parents are not familiar with the applications and other technology programs their children use at school. Some of these programs can be used at home as well.

**Problem Statement 10 Areas:** Parent and Community Engagement

**Problem Statement 11:** Provide parents a survey of how they may be able to help and support at CCE.



**Root Cause 11:** The school needs assistance and volunteers.

**Problem Statement 11 Areas:** Parent and Community Engagement

**Problem Statement 13:** Teachers can become more effective on how the TEKs specifically aligned to assessments so that instruction is rigorous and complex for all students.

**Root Cause 13:** With new teachers on campus or new to grade levels, not knowing how to access grade-level resources, District and campus.

**Problem Statement 13 Areas:** District Context and Organization

**Problem Statement 14:** With the size of our campus, we have a limited amount of equipment for students to access.

**Root Cause 14:** The amount of funds and the number of laptops issued to the campus are limited.

**Problem Statement 14 Areas:** Technology

**Problem Statement 15:** Provide a more structured and required technology training on campus for our staff.

**Root Cause 15:** Some teachers do not seek assistance to extend their technology knowledge or to utilize their equipment fully.

**Problem Statement 15 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals



**Goal 1: We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)**

**Performance Objective 1:** Monitor and audit safety plans, drills, and processes

**Evaluation Data Source(s) 1:** Safety Schedule

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>1) 1) Students and staff will participate in all drills including city and county officials.</p> <p>2) Conduct Action Reviews</p> <p>3) Training will be provided to all staff members.</p> <p>4) Staff and the campus will be provided with equipment/tools/resources in order to take necessary safety measures.</p>	2.4, 2.5, 2.6	<p>Lead: Administration</p> <p>Others: Staff members and County/City Officials</p> <p>Lead: Administration</p>	<p>Safety Drill Schedule, Complete After Action Report Incident Drill Assessment, Follow recommendations.</p> <p>Sign-In Sheets</p>				
<b>Problem Statements:</b> School Culture and Climate 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 1:</b> CCE has implemented a school wide behavior program and will continue to monitor the program for improvements. <b>Root Cause 1:</b> This will require 100% buy in from all staff members.</p>

**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 2:** Student Behavior, student attendance and bullying addressed thoroughly and consistently. Our attendance goal for this school year to increase to 96%.

**Evaluation Data Source(s) 2:** 2019-2020 end-of-year discipline data and attendance data

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide &amp; SEL/PBIS. Ongoing classroom management training and support (1B)</p> <p>2) Conduct campus investigations that promote and support a safe and orderly learning environment.</p> <p>3) Standardized procedures for referral data entry and analysis.</p> <p>4) Develop a school wide Attendance Initiative.</p>	2.4, 2.5, 2.6	<p>Leader: All admin</p> <p>Others involved: SEL/PBIS Committee, Behavior Interventionists, Counselor, teachers</p> <p>Leader: All admin</p> <p>Others involved: SEL/PBIS Committee, Behavior Interventionists, Counselor, teachers</p> <p>Lead: All admin. Others: Attendance Clerk and Truancy Office</p>	<p>1) Implementation can be measured through campus SEL/PBIS and RTI committee data collection and work.</p> <p>2) Impact can be measured by PBIS data collection during Nov. &amp; Mar. using Campus Reflection Sheets.</p> <p>3) Referral data</p> <p>4) Attendance data</p>				
<b>Problem Statements:</b> School Culture and Climate 1							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> CCE has implemented a school wide behavior program and will continue to monitor the program for improvements. <b>Root Cause 1:</b> This will require 100% buy in from all staff members.



**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 3:** Implementation of trauma, mental health, and student safety trainings

**Evaluation Data Source(s) 3:** Safety training, Mental Health Assessment

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>1) 1) All staff will be trained in sexual abuse, human trafficking, and other maltreatment of children.</p> <p>2) Continuing education for staff on how grief and trauma affect student learning and behavior.</p>	2.4, 2.5, 2.6	<p>Lead: Counselor, Social Worker, Behavior Interventionist and Administration</p> <p>Others: Staff members and County/City Officials</p> <p>Lead: Counselor, Social Worker, Behavior Interventionist and Administration</p> <p>Others: Staff members and County/City Officials</p>	<p>Sign-In Sheet</p> <p>Complete After Action Report Incident Drill Assessment, Follow recommendations.</p>				
<b>Problem Statements:</b> School Culture and Climate 1							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

**Performance Objective 3 Problem Statements:**







School Culture and Climate
<p><b>Problem Statement 1:</b> CCE has implemented a school wide behavior program and will continue to monitor the program for improvements. <b>Root Cause 1:</b> This will require 100% buy in from all staff members.</p>

**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 4:** Threat Assessment, Safe and Supportive School teams

**Evaluation Data Source(s) 4:** Safety Committees and Threat Assessments

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) Conduct threat assessments in the appropriate circumstances. 2) Provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat. 3) Implement multi-hazard emergency plan.	2.4, 2.5, 2.6	Lead: Counselor, Social Worker  Lead: Counselor, Social Worker  Lead: Counselor, Social Worker and Administration  Others: Staff members and County/City Officials	Threat assessments documentation and action steps.  Threat assessments documentation and action steps.  Documentation of emergency plan.				
<b>Problem Statements:</b> School Culture and Climate 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 4 Problem Statements:**

**School Culture and Climate**

**Problem Statement 1:** CCE has implemented a school wide behavior program and will continue to monitor the program for improvements. **Root Cause 1:** This will require 100% buy in from all staff members.




**Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)**

**Performance Objective 1:** The system and process will be strengthened whereby the instructional leadership team aligns their instructional improvement efforts to insure the level of instruction and students are at the level of the TEKS. 75% of classroom observation data will reveal instruction and student tasks at the rigorous level of the TEKS.

**Evaluation Data Source(s) 1:** Survey data, Classroom observations, District walk throughs

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>1) 1) Establish a systematic support system such as campus models to observe classrooms, instructional coaching, PLC, Instructional Leadership Team (ILT), and embedded professional development. Substitutes are utilized to support campus model for observation, professional development, and CCE's PK-4 reading initiatives. (2B)</p> <p>2) Staff will use supplemental researched based instructional materials, resources, and equipment/educational furniture such as anchor charts/posters, cutout maker blades (iStation, Mentoring Minds, Ready Texas, Lexia, Learning from A-Z, Think through Math, Soluciones, Scholastic, STAAR Ready, Imagery Graphics etc., ) in order to improve instruction and provide intervention support in both English and Spanish for all grade levels. (2A)</p>	2.4, 2.5, 2.6	<p>Lead: Instructional Leadership Team Others involved: RtI support staff, Counselor, Librarian</p> <p>Lead: Instructional Leadership Team Others involved: District Personnel</p>	<p>Modeled exemplar lessons, instructional coaching, and professional development</p> <p>Minutes from meetings, Observation data and monitoring from Administration to determine established and implemented systems.</p>				
<p><b>Problem Statements:</b> Student Achievement 2 - School Context and Organization 1 <b>Funding Sources:</b> 211 - Title I, Part A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>2) 3) Begin to recruit early- Teachers will be provided with a Letter of Intent in the Spring. Continue to ensure all CCE teachers are ESL certified. (2C)</p> <p>4) Provide 1st and 2nd year teachers support by continuously monitoring and meeting in order to answer questions and offer support as needed.</p> <p>5) CCE will continue to provide time for staff to attend professional development that will be beneficial for their growth and development in education.</p>	2.4, 2.5, 2.6	Leads: HR and Principal	Letter of Intent, interviews				
		Lead: Mentors Others involved: Administrators, CCE Instructional Coaches, Teachers	Minutes from meeting, Meeting dates and Sign In Sheets  Strategies and/or new learning being used in the classroom during observations.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 10000.00, 211 - Title I, Part A - 0.00</p>							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>3) 6) Identify teachers in need of support and provide additional training. (1A)</p> <p>7) Ensure that lesson plans are aligned to the TEKs by reviewing (to ensure Teachers utilize it), discussing, and providing feedback to the teacher. (2A)</p>	2.4, 2.5, 2.6	Lead: Administrators Others involved: CCE Coaches, District support team	After teacher has had opportunities to observe another teacher and/or Instructional Coach, they will have an opportunity to record themselves teaching a lesson.				
		Lead: Administrators Others involved: CCE Instructional Coaches, District support team	Lesson Plans, Classroom Observations				
<p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

## Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 1:** Reading fluency and comprehension continue to be an area of focus for K-4 for 2019-2020 school year. **Root Cause 1:** Core reading instruction is not implementing with fidelity in all classrooms.

**Problem Statement 2:** Students are struggling in revising and editing and writing compositions at CCE. **Root Cause 2:** Students are requiring more support in TELPAS and STAAR writing.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** There is a need to continue hiring highly qualified teachers in order to provide rigorous instruction to serve our population. **Root Cause 1:** Due to the lack of communication and coordination from HR, we loose opportunity to hire highly qualified candidates.

### School Context and Organization

**Problem Statement 1:** Teachers can become more effective on how the TEKS specifically aligned to assessments so that instruction is rigorous and complex for all students. **Root Cause 1:** With new teachers on campus or new to grade levels, not knowing how to access grade-level resources, District and campus.

**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 2:** The BISD Instructional Guide (B.I.G. 8) strategies is to address students' academic success.

**Evaluation Data Source(s) 2:** Alignment of lesson plans and assessments and protocol development

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>1) Provide teacher training and tools/handbooks for understanding the value of empowering students with their learning progress. (2C)</p> <p>2) Communicate lessons and activities in English and Spanish. Incorporate instructional strategies that encourage student engagement by activating prior knowledge to improve comprehension and develop subject related foundations for learning. (2C)</p> <p>3) Teachers K-4 will be trained in specific reading strategies to provide students with 60 minutes of daily small group instruction. K-2 will deliver instruction through guided reading (phonics, phonemic awareness, fluency vocabulary, comprehension); and 3-4 will develop comprehension skills such as necessary organizational libraries. (2B)</p> <p>4) Support staff will provide daily instruction during guided reading as a push-in model. (2B)</p>	2.4, 2.5, 2.6	<p>Lead: Instructional Coaches Others involved: Administration, District Personnel</p> <p>Lead: Classroom Teachers</p> <p>Lead: Classroom Teachers Others involved: Instructional Coaches, Administration</p>	<p>Students' progress folders in all content areas, Walkthroughs, Instructional Leadership Team meeting with 3rd and 4th grade students to set a growth goal in Math, Reading and Writing after MOY.</p> <p>Eduphoria Data from Common Assessments and Academic Targets, Weekly PLC meetings, Data meetings, and walkthroughs</p> <p>Conduct walk throughs to observe guided reading instruction, Campus data</p>				
<p><b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 5000.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



## Performance Objective 2 Problem Statements:

### Student Achievement

**Problem Statement 1:** Reading fluency and comprehension continue to be an area of focus for K-4 for 2019-2020 school year. **Root Cause 1:** Core reading instruction is not implementing with fidelity in all classrooms.

**Problem Statement 2:** Students are struggling in revising and editing and writing compositions at CCE. **Root Cause 2:** Students are requiring more support in TELPAS and STAAR writing.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** There is a need to continue hiring highly qualified teachers in order to provide rigorous instruction to serve our population. **Root Cause 1:** Due to the lack of communication and coordination from HR, we loose opportunity to hire highly qualified candidates.

### School Context and Organization

**Problem Statement 1:** Teachers can become more effective on how the TEKS specifically aligned to assessments so that instruction is rigorous and complex for all students. **Root Cause 1:** With new teachers on campus or new to grade levels, not knowing how to access grade-level resources, District and campus.

**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 3:** Increase achievement of English learners and students served through Special programs through equity of preparation, access, and support

**Evaluation Data Source(s) 3:** Academic Targets, STAAR scores, Common Assessments

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>1) The Instructional Leadership Team will continue to design, refine and implement a rigorous and coherent bilingual/ESL and tutoring program. (2C)</p> <p>2) Classrooms will be provided with the necessary equipment/tools/resources/supplies (i.e. Read Naturally, Accelerated Reader) to support student instruction in order to increase academic growth in all content areas. Staff will use supplemental researched based instructional materials and resources in order to improve instruction and provide intervention support in English and Spanish. (2C)</p> <p>3) Continue to utilize Bilingual Assistants to provide intervention support for struggling Bilingual at-risk students. (2C)</p> <p>4) Assist teachers with identifying special education students whose data supports access to a less restrictive environment. (2C)</p> <p>5) Monitor student performance of students receiving special education services through the ARD committee in all subject areas. (2C)</p>	2.4, 2.5, 2.6	<p>Lead: Instructional Leadership Team Others involved: Administration</p>	<p>Classroom observation data to observe specific best practices/strategies in the class, PLC meetings, lesson plans, and teachers attending professional development.</p> <p>Staff trained in the use of materials-sign in sheet and date of training. Evidence of implementation of materials during instruction through walk throughs.</p>				
		<p>Lead: Principal Others involved: Secretary, Classrooms teachers</p>	<p>RtI lesson plans and Schedules</p>				
		<p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 0.00, 211 - Focus Grant - 0.00, 199-030 - SCE on Schoolwide - 25631.00</p>					
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> Students are struggling in revising and editing and writing compositions at CCE. <b>Root Cause 2:</b> Students are requiring more support in TELPAS and STAAR writing.</p>

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** There is a need to continue hiring highly qualified teachers in order to provide rigorous instruction to serve our population. **Root Cause 1:** Due to the lack of communication and coordination from HR, we loose opportunity to hire highly qualified candidates.

**Problem Statement 2:** Staff may lack training/knowledge of strategies before working with students, have built in time for teacher/tutor communication, and more flexibility for scheduling in order to achieve a successful tutoring program. **Root Cause 2:** The lack of opportunity and/or time to provide training and have continuous communication between teacher, tutors and other staff members.

### School Context and Organization

**Problem Statement 1:** Teachers can become more effective on how the TEKs specifically aligned to assessments so that instruction is rigorous and complex for all students. **Root Cause 1:** With new teachers on campus or new to grade levels, not knowing how to access grade-level resources, District and campus.

**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 4:** We will strategically organize with the district to provide instructional programs to prepare students for post-secondary readiness.

**Evaluation Data Source(s) 4:** Pathway Graduation Data, Career Fairs, Service learning projects and integration of school and community partnerships.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>1) Increase the number of technology devices, equipment and supplies for staff and classrooms in order to provide tools for learning and opportunities to create innovative projects. (2A)</p> <p>2) Provide trained and skilled staff on campus to support instructional technology. (1A)</p> <p>3) Instruct students in using technology to produce multi-media projects. (2A)</p>	2.4, 2.5, 2.6	<p>Lead: Director of Information Technology Services Others involved: Administration</p> <p>Lead: Campus Admin. Others involved: Director of IT</p> <p>Lead: Computer Assistant Others involved: Director of Information Technology Services, Principal</p>	<p>The number of functional classroom devices</p> <p>District Teacher Survey</p> <p>Scheduled computer lab time, student projects</p>				
<p><b>Problem Statements:</b> Technology 1, 2</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 20000.00, 211 - Focus Grant - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

**Performance Objective 4 Problem Statements:**

<b>Technology</b>
<b>Problem Statement 1:</b> With the size of our campus, we have a limited amount of equipment for students to access. <b>Root Cause 1:</b> The amount of funds and the number of laptops issued to the campus are limited.
<b>Problem Statement 2:</b> Provide a more structured and required technology training on campus for our staff. <b>Root Cause 2:</b> Some teachers do not seek assistance to extend their technology knowledge or to utilize their equipment fully.




**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 5:** Decrease the performance gap between the economically disadvantaged student group and the non-economically disadvantaged student group by at least 10% in each content area. Overall writing scores for CCE in 2019 were at 24% . As a result of improved instructional leadership, STAAR scores will improve in all subjects. Student growth will increase by two points or more in academic growth.

**Evaluation Data Source(s) 5:** STAAR results, TELPAS

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools</p> <p>1) Participate in a campus evaluation on our understanding and/or implementation of various instructional techniques, including but not limited to differentiation, PLCs, best instructional practices, positive school culture and climate, and digital learning and instruction in the classroom. (2C)</p> <p>2) Hire additional tutors both during the day and after school to work with students in order to decrease achievement gaps between student sub populations. (2C)</p> <p>4) Communicate lessons, directions and activities in English and Spanish. Provide Kinesthetic, visual and auditory experiences using 3D printing and instruction through interactive lesson plans and projects. (2C)</p>	2.4, 2.5, 2.6	<p>Lead: Chief Office of C&amp;I  Others involved: Campus Administration, and CCE Instructional Coaches</p> <p>Lead: Administrators</p> <p>Lead: Administration  Others: Discipline and attendance committee</p> <p>Lead:</p>	<p>T-TESS, Instructional Rounds, and Walk throughs</p> <p>Academic Targets, Common Assessments, STAAR scores</p> <p>Meetings, minutes, sign in sheet, and evidence of implementation</p> <p>Walk throughs, Lesson Plans, Word Walls</p>				



		Administration Others Involved: Classroom Teacher				
<b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1						
<b>Funding Sources:</b> 199 - General Fund - 2000.00, 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 15151.00						
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>2) 5) District and campus Instructional Coaches will work with teachers to develop a system for teaching targeted writing skills. (2C)</p> <p>6) Aligned writing curriculum for K-4 to increase scores in STAAR and TELPAS . (2A)</p> <p>7) Constant monitoring of writing progress for students through scheduled writing samples. (2C)</p>	2.4, 2.5	<p>Lead: District and Campus Instructional Coaches Others involved: Admin.</p> <p>Lead: Classroom Teachers Others involved: Admin.</p> <p>Lead: Instructional Leadership Team</p>	<p>Classroom Observation data, Observation data show implementation of writing plan Observation data showing implementation of the strategies</p> <p>Students' progress folder, PLCs</p> <p>Meeting with Students, Student conferences</p>			
	<b>Problem Statements:</b> Student Achievement 2					
<b>Funding Sources:</b> 199 - General Fund - 500.00, 211 - Title I, Part A - 0.00, 211 - Focus Grant - 0.00						
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>3) 6) Provide support for implementation of Balanced Literacy, Guided Math and scope and sequence through PLCs, peer and administrator observations, feedback from facilitators and administrators. (2A)</p>	2.4, 2.5, 2.6	<p>Lead: C&amp;I Chief of Academic Officer Others involved: Campus Administrators and CCE Instructional Coaches</p>	Instructional Rounds, Walk throughs, PLC meetings/minutes			
	<b>Problem Statements:</b> Student Achievement 2 - School Context and Organization 1					
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00, 211 - Focus Grant - 0.00						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue						

**Performance Objective 5 Problem Statements:**

### Student Achievement

**Problem Statement 1:** Reading fluency and comprehension continue to be an area of focus for K-4 for 2019-2020 school year. **Root Cause 1:** Core reading instruction is not implementing with fidelity in all classrooms.

**Problem Statement 2:** Students are struggling in revising and editing and writing compositions at CCE. **Root Cause 2:** Students are requiring more support in TELPAS and STAAR writing.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** There is a need to continue hiring highly qualified teachers in order to provide rigorous instruction to serve our population. **Root Cause 1:** Due to the lack of communication and coordination from HR, we loose opportunity to hire highly qualified candidates.

**Problem Statement 2:** Staff may lack training/knowledge of strategies before working with students, have built in time for teacher/tutor communication, and more flexibility for scheduling in order to achieve a successful tutoring program. **Root Cause 2:** The lack of opportunity and/or time to provide training and have continuous communication between teacher, tutors and other staff members.

### School Context and Organization

**Problem Statement 1:** Teachers can become more effective on how the TEKs specifically aligned to assessments so that instruction is rigorous and complex for all students. **Root Cause 1:** With new teachers on campus or new to grade levels, not knowing how to access grade-level resources, District and campus.

**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 6:** Refine the Academic RtI process to properly prescribe appropriate intervention at all Tiers.

**Evaluation Data Source(s) 6:** Update RtI Guidelines Manual

**Summative Evaluation 6:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>1) Continue to utilize Eagle Time/Intervention Time with all grade levels.</p> <p>2) There is an RtI lead teacher in charge of the RtI process and provides guidance to the Paras/Bilingual Paras, and continuously monitor programs. Resources and educational supplies will be provided to Paras for instructional/intervention services. (2D)</p> <p>3) Provide intervention support for our struggling at-risk students. Provide conferencing opportunities for RtI team to meet. (2D)</p> <p>4) Language arts RtI lead will model guided reading lessons for K-2nd grade teachers. (2D)</p> <p>5) Gade level/RtI meetings will identify students in need and provide targeted tutoring and progress monitoring. Hire contractual vendor to work with ILT, teachers, and administrators to plan, organize, and implement tutorial services for identified services. (2D)</p>	2.4, 2.6	<p>Lead: Campus Administrators Others involved: Classroom Teachers</p> <p>Lead: Administrators Others involved: RtI teacher and Interventionists</p> <p>Lead: Administrators Others involved: RtI teacher and Interventionists</p>	<p>Lesson Plan, Walk throughs, District Academic Target Scores, STAAR scores</p> <p>Intervention Schedules, RtI meetings with minutes</p> <p>Intervention Schedules, progress monitoring</p> <p>Increased reading levels K-2 as per district guide lines with BAS</p>				
<p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 189068.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

**Performance Objective 6 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Reading fluency and comprehension continue to be an area of focus for K-4 for 2019-2020 school year. <b>Root Cause 1:</b> Core reading instruction is not implementing with fidelity in all classrooms.</p>

**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 7:** Revise Gifted & Talented (GT) program at the Elementary Level

**Evaluation Data Source(s) 7:** Increased number of students participating in GT program that reflects the demographics of the district population.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Evaluate the effectiveness of the G/T program annually and utilize data to improve the GT program. (2A)  2) Continue to utilize Eagle Time/Intervention Time with all grade levels. GT students will be pulled during this time. (2A)	2.5	Lead: Chief Academic Officer Others involved: GT Teachers, Parents  Leads: Campus Administrators Others involved: Classroom Teachers, GT teachers	Completed Surveys				
			Lesson Plans, Walkthroughs, Student Projects				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211 - Title I, Part A - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 7 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is an increase in identification of students in Special Education. <b>Root Cause 1:</b> Some of the students enrolling at CCE have both academic and behavior needs

**Goal 2:** We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)

**Performance Objective 8:** Develop instructional monitoring systems and professional development plans for Special Education teachers and settings to improve academic achievement of students receiving Special Education Services.

**Evaluation Data Source(s) 8:** STAAR, STAAR Alt, PBMAS Data

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) 1) Training and supporting teacher teams on their roles and responsibilities in PLC to ensure productivity and student data centered approach	2.4, 2.5, 2.6	Lead: Administration Others involved: C&I Coaches, Classroom Teachers.	Productive PLC meetings through effective documentation				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 <b>Funding Sources:</b> 211 - Title I, Part A - 0.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 8 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Reading fluency and comprehension continue to be an area of focus for K-4 for 2019-2020 school year. <b>Root Cause 1:</b> Core reading instruction is not implementing with fidelity in all classrooms.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> There is a need to continue hiring highly qualified teachers in order to provide rigorous instruction to serve our population. <b>Root Cause 1:</b> Due to the lack of communication and coordination from HR, we loose opportunity to hire highly qualified candidates.

## School Context and Organization

**Problem Statement 1:** Teachers can become more effective on how the TEKs specifically aligned to assessments so that instruction is rigorous and complex for all students. **Root Cause 1:** With new teachers on campus or new to grade levels, not knowing how to access grade-level resources, District and campus.

### Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)

**Performance Objective 1:** Engendering trust with the community through frequent, clear, transparent and varied communication.

**Evaluation Data Source(s) 1:** TELL Survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>1) Participate in the Cedar Creek and the Austin Regional Science Fair. (3B)</p> <p>2) CCE will coordinate with District personnel and Community Leaders to organize a Career Fair for students and families. (3B)</p> <p>3) Maintain and possibly increase business partnerships for CCE. (3B)</p>	3.1	<p>Lead: Administrators Others involved: Classroom Teachers</p> <p>Lead: Counselor Others involved: District Personnel, Administrators</p> <p>Lead: Principal</p>	Science Fair Results				
			Attendance of Career Fair				
<p><b>Problem Statements:</b> Parent and Community Engagement 1, 3</p> <p><b>Funding Sources:</b> 199 - General Fund - 1800.00, 211 - Title I, Part A - 0.00</p>							
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Providing more advertisement for school events to increase parent involvement. <b>Root Cause 1:</b> Parents need diverse sources of reminders to school events other than school flyers and newsletters.
<b>Problem Statement 3:</b> Provide parents a survey of how they may be able to help and support at CCE. <b>Root Cause 3:</b> The school needs assistance and volunteers.



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 2) 3) Identify and utilize the culturally significant events to bring into the school in order to initiate multi-dimensional participation of parents. (3C) 4) For parent outreach, literacy resources will be utilized for students and parents at meetings and training with Principal. (3B)	3.1	Lead: Administrators Others involved: CCE Bilingual/ESL committee	Parent surveys, parent meetings agendas and sign in sheets				
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Providing more advertisement for school events to increase parent involvement. <b>Root Cause 1:</b> Parents need diverse sources of reminders to school events other than school flyers and newsletters.
<b>Problem Statement 2:</b> CCE needs a Technology Event campus for parents and community to ensure all parties are up to date with the technology and applications students are using at school <b>Root Cause 2:</b> Parents are not familiar with the applications and other technology programs their children use at school. Some of these programs can be used at home as well.
<b>Problem Statement 3:</b> Provide parents a survey of how they may be able to help and support at CCE. <b>Root Cause 3:</b> The school needs assistance and volunteers.

