Bastrop Independent School District

Cedar Creek Elementary

2018-2019 Campus Improvement Plan
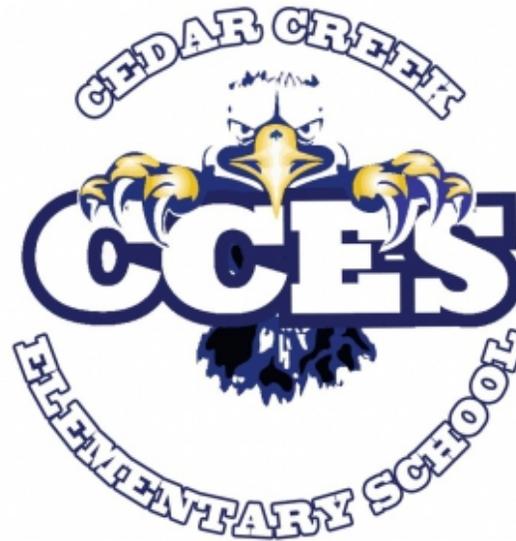
Mission Statement

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 770 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 87% of Hispanic/Latino descent, compared with 65% at the Distrcit. For the past three years, the Hispanic/Latino and White populations have been steady whereas the Afircan American population has been decreasing by one student per year.

Demographics	14-15	15-16	16-17
African American	1.2% (9)	1% (8)	0.9% (7)
Hispanic/Latino	86.6% (638)	86% (671)	87.2% (687)
White	10.3% (76)	10.4% (81)	10% (79)
AmerIndian	0.4% (3)	0.1% (1)	0.1% (1)
Two or more	1.2% (9)	2.3% (18)	1.6% (13)

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 59.8 to 60.4 in the the last three years. Our special education percentages have been increasing slightly over the years.

Sub Pops	14-15	15-16	16-17
EcoDis	83.4% (615)	80.6% (629)	78.4% (618)
ELL	59.8% (441)	61.2% (477)	60.4% (476)
At Risk	88.1% (649)	86.4% (674)	78% (615)
Sped	7.7% (57)	8.6% (67)	9% (71)

In general, total enrollment has been steady for the past three years with approximately 800-810 students. The trend in mobility has been declining by a few percentage points each year (14-15, 14.6%; 15-16 13.8%; 16-17 11.6%).

Close to 60% of the professional staff has six to 20+ years of experience (17 teachers with 11 plus years; nine teachers with over 20 years). Whereas 42%, or 21, are novice teachers or with less than five years of experience. The race/ ethnicity of our teachers for school year 2016-17 was 42.9% Hispanic/Latino and 57.1% White, with African American representation. The Hispanic/Latino staff representation has increased by about 6% in the last three years. GT certified teachers are steadily increasing as the District continues to provide those opportunities for educators. Additionally, with the exception of three classrom teachers who are in the process of getting their ESL certification, the rest 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 11 plus years of experience
- ESL certified
- GT certified teachers are steadily increasing
- Bilingual Administration (2.5)

Demographics	14-15	15-16	16-17

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Two or more	1.2% (9)	2.3% (18)	1.6% (13)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our data indicates that there is a decrease in numbers for identifying students as GT. Based on the enrollment of our campus, we are not seeing an increase of students being identified GT. **Root Cause**: Students are not being nominated and/or selected for GT.

Student Achievement

Student Achievement Summary

The data sources used for this area was PreK Circle Data, EOY TPRI and Tejas LEE scores for Kinder through 2nd grade, Mock scores, and TELPAS information. Base on this data, Cedar Creek Elementary show strengths in math for our students. Although all students across grade levels continue to make minimal progress in reading fluency and comprehension, CCE students also continue to make gradual progress in math computation and multi-step word problems. Bilingual students will require more support in all content areas.

For the past four years, student performance at CCE has been increasing, as measured by the index system of State accountability. In school years 2013-14 and 2014-15 the eschool received a Improvement Required status. In school year 2014-15, the school was required to work with the assistance of a SIP. In school year 2016-17, the District hired a new administrative team which remains at CCE.

Performance Indices	13-14	14-15	15-16	16-17
Index 1	54 (55) N	58 (60) N	64 (60) Y	64 (60) Y
Index 2	34 (33) Y	20 (30) N	46 (32) Y	44 (32) Y
Index 3	27 (28) N	28 (28) Y	39 (28) Y	39 (28) Y
Index 4	20 (12) Y	28 (12) Y	38 (12) Y	37 (12) Y
Met Stadards	No	No	Yes	Yes

CCE Met Standards according to the new 2018 Spring accountability campus domains and overall ratings as shown below. The school's relative performance is a 38, which may be translated to a score of 70.

	Domain 1	Domain 2-A	Domain 2-B	Domain 3	Overall

					Met Standard
Scaled Score	65	59	70	56	C

In closing the gaps, CCE has been successful in teaching math to all but one sub-population (16-17, sped) in the last three years. Last year all sub-groups met the requirements for math. 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 continue to struggle with most sub-groups.

		ALL Ss	AA	Hisp	White	EcoDis	Sped	ELL
15-16	Rdg	Y	-	Y	Y	Y	-	N
	Mth	Y	-	Y	Y	Y	-	Y
	Wtg	N	-	N	-	N	-	N
16-17	Rdg	N	-	N	Y	N	N	N
	Mth	Y	-	Y	Y	Y	N	Y
	Wtg	N	-	N	-	N	-	N
17-18	ELA	N	-	N	Y	N	Y	N
	Mth	Y	-	Y	Y	Y	Y	Y

Student Achievement Strengths

Reading- Monolingual

- PreK- Identifying Rhyming Words and Orally discriminate beginning sounds
- Kinder-Graphophonemic knowledge (letters and sounds)
- 1st- Phonemic awareness/Graphophonemic knowledge
- 2nd- Vocabulary/Expository Text/Making Inferences using text/Fiction Elements
- 3rd- Themes
- 4th- Context clues, using dictionary to find meaning, using theme and genre, text features

Math- Monolingual

- PreK- Number Discrimination, Shape Discrimination, Number Naming, Shape Naming, Counting Sets
- Kinder- Number identification
- 1st- Grade- Place Value, Word Problems, Counting Coins, Skip Counting, Missing, addends for adding and subtracting, Geometry, Fractions, Data

Analysis and Graphing
- 2nd- Place Value, Fractions, Multiplication, Area/Measurement, Data Analysis and Graphing
- 3rd- Comparing Numbers, Multiplication Facts
- 4th- Decimals, Comparing Fractions, Data Representation

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Base on standardized testing, reading fluency and comprehension is low in K-4th grade. **Root Cause**: Teachers rely heavily on RtI services for students instead of providing consistent small group instruction in the classroom.

Problem Statement 2: Students are struggling in revising and editing and writing compositions at CCE. **Root Cause**: Bilingual students TELPAS scores in writing are mainly Beginners and/or Intermediate. Most of the students needs assistance in revising and editing.

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 an increase in all areas. For school year 2017-18, all areas were higher than the District average.

	16-17	17-18
At my school	73%	85%
Campus Principal	70%	85%
Curriculum and Instruction	87%	93%
Resources & Prof. Development	78%	90%
Student Behavior	65%	87%
Work Environment	88%	93%

According to the data, our strengths at CCE our teachers work well as a team, students enjoy coming to school, have a strong desire to learn, are engaged in their learning, and 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 2018 spring student survey was conducted among 3rd and 4th graders (289). Overall, the majority lof the categories are slightly higher or similar than the District's results.

A school-wide behavior system (adhered to by all staff) was introduced in the middle of the 2017-2018 school year. We will continue to make improvements to our program and modify as needed.

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 perfomance for all students.
- There was an increase in the climate survey in the area for Campus Prinicpal with an overall school of 85%.
- 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.
- There is an increse of 8% of parents that believe CCE has established a positive learning environment for their students (88% to 96%).
- There is a 9% increase of parents who say that their chold feel safe at school (84% to 93%).
- 90% of the students inidcate that they have fun learning at CCE; while 97% say they learn problem solving startegies.
- 97% of students responded that the principal, the assistant principal and teachers care about them.
- In terms of student safety, 86% of students responded feling very safe or safe at school, higher by 10% than the District.
- CCE has a 0% rate of disciplinary removals for the third consecutive year.

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**: There is not 100% buy in from all staff members.

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 (neaToday, 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.

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 2016-2017 a $4,500 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 $600 stipend for educators certified in ESL instruction.
- 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 push-in tutors which was effective in having students work in smaller groups with prescriptive lessons. However, more effective implementation, such as more input on when to begin, scheduling, and what it will look like in the classrooms next year would greatly improve overall results.

PLC: Weekly PLC's allowed time for teams to collaborate, plan, and differentiate for all students by analyzing curriculum documents and data including District bit.ly/ resources. However, so much time was spent on collaboration that often effective daily lesson planning could not be finished in the allotted time.

Dyslexia: Basic Language Skills program is effective for increasing reading levels for dyslexic students. However, 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. However, more effective time constraints for instruction, acquiring appropriate resources, and limiting group sizes would improve the overall results. Collaboration with 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.

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

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
- great benefit
- 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. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. **Root Cause**: CCE's leadership will continue to monitor the effectiveness of instruction, data, and materials/resources, general supplies on a regular basis to ensure success of all of our students.

Problem Statement 2: Tutors 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**: Due to lack of time in schedules, there is not enough time for daily communication between all involved parties.

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 $1800 for the 2017-2018 school year.

Family Involvement: Cedar Creek Elementary archives sign-in sheets for events (Thanksgiving Luncheon and EAFK/other awards ceremonies). 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". 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. For school year 2018-19, we have four teacher-PTA members, two of which are new teachers to CCE.
- Strong community connections
- Principal has designed a brief volunteer orientation and the counselor provides training one 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 on our 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**: Parents are willing to assist the school. 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, 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 level curriculum and instruction 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-Desicion Making Committee meets regulary 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: Eagle time for intervention needs to be used more effectively for instruction. **Root Cause**: Not all grade levels follow a structured, organized plan.

Problem Statement 2: Teachers can become more versed in how the TEKs specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success. **Root Cause**: With new teachers on campus or new to grade levels, it is important to provide consistent and frequent support on how to access grade-level resources, District and campus.

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.

All District campuses have a technology liason who attends Distritc meetings and training. This person assist the campus throubleshooting for staff and by providing technology-related information. Additionally, we have a district staff who visits the school at least bi-weekly and offers support and training to staff.

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: Funding for technology is the biggest issue with the effective use of technology to replace/repair outdated/broken equipment. **Root Cause**: Technology funds are distributed by campus. These limited funds have to cover computer purchases and repairs as well as the purchase of printer supplies.

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff 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

<p align="center">Revised/Approved: September 24, 2015</p>

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: By May 2019, CCES will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%.

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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 & Positive Behavior Interventions & Supports (PBIS). (1B)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
3) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas.		Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				

✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: 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) 2: Survey data, Instructional Rounds, classroom observations

    Summative Evaluation 2:

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

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 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) 2) Staff will use supplemental researched based instructional materials, resources, and equipment such as anchor charts/posters, cutout maker blades (iStation, 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) 3) Establish a systematic behavior and attendance protocol. CCE will continue to implement the Eagle Pride school wide discipline initiative and the attendance program. Discipline matrix will be reviewed with all staff members. (1B) 4) PBIS/SEL committee will introduce and ensure PBIS and SEL through Second Steps are implemented at CCE.	2.4, 2.5, 2.6	Lead: Instructional Leadership Team Others involved: RtI support staff, Counselor, Librarian Lead: Instructional Leadership Team Others involved: District Personnel Lead: Instructional Leadership Team Others involved: District Personnel Lead: PBIS/SEL committee	Modeled exemplar lessons, instructional coaching, and professional development Minutes from meetings, Observation data and monitoring from Administration to determine established and implemented systems. Reduction in discipline referrals, increase in attendance, positive behavioral support				
	Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1						
	Funding Sources: 211 - Title I, Part A - 0.00						

✓ = Accomplished ➔ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Base on standardized testing, reading fluency and comprehension is low in K-4th grade. **Root Cause 1**: Teachers rely heavily on RtI services for students instead of providing consistent small group instruction in the classroom.
Problem Statement 2: Students are struggling in revising and editing and writing compositions at CCE. **Root Cause 2**: Bilingual students TELPAS scores in writing are mainly Beginners and/or Intermediate. Most of the students needs assistance in revising and editing.

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**: There is not 100% buy in from all staff members.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: The BISD instructional model is to address student differentiation. (Correlates to Year 2 of strategic design)

Evaluation Data Source(s) 3: Alignment of lesson plans and assessments and protocol development

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 1) Provide teacher training and tools for understanding the value of empowering students with their learning progress. (2C) 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) 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) 4) Support staff will provide daily instruction during guided reading as a push-in model. (2B)	2.4, 2.5, 2.6	Lead: Instructional Coaches Others involved: Administration, District Personnel Lead: Classroom Teachers Lead: Classroom Teachers Others involved: Instructional Coaches, Administration	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. Eduphoria Data from Common Assessments and Academic Targets, Weekly PLC meetings, Data meetings, and walkthroughs Conduct walk throughs to observe guided reading instruction, Campus data				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - 5000.00							
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Base on standardized testing, reading fluency and comprehension is low in K-4th grade. **Root Cause 1**: Teachers rely heavily on RtI services for students instead of providing consistent small group instruction in the classroom.

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. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. **Root Cause 1**: CCE's leadership will continue to monitor the effectiveness of instruction, data, and materials/resources, general supplies on a regular basis to ensure success of all of our students.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: There is a systematic, sustained in-class support and staff development for Bilingual/ESL and general education teachers of all students by focusing on the successful implementation of initiatives to foster a rigorous, differentiated, developmentally appropriate classroom environment to increase student achievement. CCE STAAR scores for all students in reading are 58% and in writing 43%.

Evaluation Data Source(s) 4: Academic Targets, STAAR scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 1) The Instructional Leadership Team will continue to design, refine and implement a rigorous and coherent bilingual/ESL and tutoring program. (2C) 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) 3) Continue to utilize Bilingual Assistants to provide intervention support for struggling Bilingual at-risk students. (2C)	2.4, 2.5, 2.6	Lead: Instructional Leadership Team Others involved: Administration Lead: Principal Others involved: Secretary, Classrooms teachers Lead: Classrooms teacher Others involved: CCE Coaches, RtI teacher, and Administration.	Classroom observation data to observe specific best practices/strategies in the class, PLC meetings, lesson plans, and teachers attending professional development. Staff trained in the use of materials-sign in sheet and date of training. Evidence of implementation of materials during instruction through walk throughs. RtI lesson plans and Schedules				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2						
	Funding Sources: 211 - Title I, Part A - 0.00, 211 - Focus Grant - 0.00, 199-030 - SCE on Schoolwide - 25631.00						

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Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: There remains a high demand for certified bilingual teachers. **Root Cause 1**: Bastrop ISD offers a stipend for bilingual/ESL teachers, but there still continues to be a shortage.
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. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. **Root Cause 1**: CCE's leadership will continue to monitor the effectiveness of instruction, data, and materials/resources, general supplies on a regular basis to ensure success of all of our students.
Problem Statement 2: Tutors 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**: Due to lack of time in schedules, there is not enough time for daily communication between all involved parties.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 5: We will strategically organize with the district to provide instructional programs to prepare students for post-secondary readiness.

Evaluation Data Source(s) 5: Pathway Graduation Data, Career Fairs, Service learning projects and integration of school and community partnerships.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 5 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) 2) Provide trained and skilled staff on campus to support instructional technology- 4 square committee. (1A) 3) Instruct students in using technology to produce multi-media projects. (2A)	2.4, 2.5, 2.6	Lead: Director of Information Technology Services Others involved: Campus TIG, 4 square Committee Lead: Campus Admin. Others involved: Director of IT Lead: Computer Assistant Others involved: Director of Information Technology Services, Principal	The number of functional classroom devices District Teacher Survey Scheduled computer lab time, student projects				
	Problem Statements: Technology 1, 2						
	Funding Sources: 211 - Title I, Part A - 20000.00, 211 - Focus Grant - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 4 CSF 5 CSF 6 2) 4) Students will attend educational field trips.	2.4	Lead: Classroom teachers Others involved:Administrators	Documenting their experience from the field trip				
	Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1						
	Funding Sources: 211 - Title I, Part A - 0.00						

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Performance Objective 5 Problem Statements:

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. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. **Root Cause 1**: CCE's leadership will continue to monitor the effectiveness of instruction, data, and materials/resources, general supplies on a regular basis to ensure success of all of our students.
School Context and Organization
Problem Statement 1: Eagle time for intervention needs to be used more effectively for instruction. **Root Cause 1**: Not all grade levels follow a structured, organized plan.
Technology
Problem Statement 1: Funding for technology is the biggest issue with the effective use of technology to replace/repair outdated/broken equipment. **Root Cause 1**: Technology funds are distributed by campus. These limited funds have to cover computer purchases and repairs as well as the purchase of printer supplies.
Problem Statement 2: Provide a more structured and required technology training on campus for our staff. **Root Cause 2**: Some teachers do not seek assistance to extend their technology knowledge or to utilize their equipment fully.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 6: 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 2018 was at 43%. As a result of improved instructional leadership, STAAR scores will improve in all subjects from 64% in 2018 to 75% or higher in 2019. Student growth will increase by at least 7% points in reading and at least 4% points in math.

    Evaluation Data Source(s) 6: STAAR results

    Summative Evaluation 6:

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

	2.4, 2.5, 2.6	Lead: Chief Office of C&I Others involved: Campus Administration, and CCE Instructional Coaches	T-TESS, Instructional Rounds, and Walk throughs				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7 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) 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) 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)		Lead: Administrators	Academic Targets, Common Assessments, STAAR scores Meetings, minutes, sign in sheet, and evidence of implementation Walk throughs, Lesson Plans, Word Walls				
		Lead: Administration Others: Discipline and attendance committee					
		Lead: Administration Others Involved: Classroom Teacher					
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 2							
Funding Sources: 199 - General Fund - 2000.00, 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 15151.00							

	2.4, 2.5	Lead: District and Campus Instructional Coaches Others involved: Administrators	Classroom Observation data, Observation data show implementation of writing plan Observation data showing implementation of the strategies				
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) 5) District and campus Instructional Coaches will work with teachers to develop a system for teaching targeted writing skills. (2C) 6) Aligned writing curriculum for K-4. (2A) 7) Constant monitoring of writing progress for students through scheduled writing samples. Students will have learning progress folders, learning goals, and have a plan on how to improve their reading, math and writing skills. (2C)		Lead: Classroom Teachers Others involved:Administration Lead: Instructional Leadership Team	Students' progress folder, PLCs Meeting with Students, Student conferences				
	Problem Statements: Student Achievement 2 Funding Sources: 199 - General Fund - 500.00, 211 - Title I, Part A - 0.00, 211 - Focus Grant - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 2 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)	2.4, 2.5, 2.6	Lead: C&I Chief of Academic Officer Others involved: Campus Administrators and CCE Instructional Coaches	Instructional Rounds, Walk throughs, PLC meetings/minutes				
	Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 2 Funding Sources: 211 - Title I, Part A - 5000.00, 211 - Focus Grant - 0.00						

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Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: Base on standardized testing, reading fluency and comprehension is low in K-4th grade. **Root Cause 1**: Teachers rely heavily on RtI services for students instead of providing consistent small group instruction in the classroom.
Problem Statement 2: Students are struggling in revising and editing and writing compositions at CCE. **Root Cause 2**: Bilingual students TELPAS scores in writing are mainly Beginners and/or Intermediate. Most of the students needs assistance in revising and editing.

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. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. **Root Cause 1**: CCE's leadership will continue to monitor the effectiveness of instruction, data, and materials/resources, general supplies on a regular basis to ensure success of all of our students.

Problem Statement 2: Tutors 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**: Due to lack of time in schedules, there is not enough time for daily communication between all involved parties.

School Context and Organization

Problem Statement 2: Teachers can become more versed in how the TEKs specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success. **Root Cause 2**: With new teachers on campus or new to grade levels, it is important to provide consistent and frequent support on how to access grade-level resources, District and campus.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 7: Refine the Academic RtI process to properly prescribe appropriate intervention at all Tiers.

    Evaluation Data Source(s) 7: Updated RtI Guidelines Manual

    Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 1) Continue to utilize Eagle Time/Intervention Time with all grade levels. 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) 3) Provide intervention support for our struggling at-risk students. Provide conferencing opportunities for RtI team to meet. (2D)	2.4, 2.6	Lead: Campus Administrators Others involved: Classroom Teachers Lead: Administrators Others involved: RtI teacher and Interventionists Lead: Administrators Others involved: RtI teacher and Interventionists	Lesson Plan, Walk throughs, District Academic Target Scores, STAAR scores Intervention Schedules, RtI meetings with minutes Intervention Schedules, progress monitoring Increased reading levels K-2 as per district guide lines with BAS				
4)Language arts RtI lead will model guided reading lessons for K-2nd grade teachers. (2D) 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)	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 189068.00						
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Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: Base on standardized testing, reading fluency and comprehension is low in K-4th grade. **Root Cause 1**: Teachers rely heavily on RtI services for students instead of providing consistent small group instruction in the classroom.
Curriculum, Instruction, and Assessment
Problem Statement 2: Tutors 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**: Due to lack of time in schedules, there is not enough time for daily communication between all involved parties.
School Context and Organization
Problem Statement 1: Eagle time for intervention needs to be used more effectively for instruction. **Root Cause 1**: Not all grade levels follow a structured, organized plan.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 8: Revise Gifted & Talented (GT) program at the Elementary Level

Evaluation Data Source(s) 8: Increased number of students participating in GT program that reflects the demographics of the district population.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 4 CSF 5 1) Evaluate the effectiveness of the G/T program annually and utilize data to improve the GT program. (2A)	2.5	Lead: Chief Academic Officer Others involved: GT Teachers, Parents	Completed Surveys				
2) Continue to utilize Eagle Time/Intervention Time with all grade levels. GT students will be pulled during this time. (2A)		Leads: Campus Administrators Others involved:Classroom Teachers, GT teachers	Lesson Plans, Walkthroughs, Student Projects				
	Problem Statements: Demographics 1						
	Funding Sources: 211 - Title I, Part A - 0.00						

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Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Our data indicates that there is a decrease in numbers for identifying students as GT. Based on the enrollment of our campus, we are not seeing an increase of students being identified GT. **Root Cause 1**: Students are not being nominated and/or selected for GT.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 9: 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) 9: STAAR, STAAR Alt, PBMAS Data

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) 1) Assist teachers with identifying special education students whose data supports access to a less restrictive environment. (2C) 2) Monitor student performance of students receiving special education services through the ARD committee. (2C) 3) Review and implement core reading curricula for Resource and Life Skills settings. (2C)	2.4, 2.5, 2.6	Lead: Special Education personnel Others involved: Administrators, Classroom Teachers. Lead: Special Education personnel Others involved: Administrators, Classroom Teachers. Lead: Special Education personnel Others involved: Administrators, Classroom Teachers.	Decrease of students referred for Special Education services. Increase the number of students passing STAAR				
	Problem Statements: Curriculum, Instruction, and Assessment 1						
	Funding Sources: 211 - Title I, Part A - 0.00						

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Performance Objective 9 Problem Statements:

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. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. **Root Cause 1**: CCE's leadership will continue to monitor the effectiveness of instruction, data, and materials/resources, general supplies on a regular basis to ensure success of all of our students.

Goal 2: We will increase the effectiveness of communication throughout the BISD Community.

Performance Objective 1: CCE will increase the number of volunteers from 15 in 2017-2018 to 25 in 2018-2019.

Evaluation Data Source(s) 1: Volunteer training and opportunities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 1) Provide programs that give parents opportunities to participate in school through family night events. Increase parental involvement and volunteerism. (3C)	3.1	Lead: Administrators Other involved: Parent Involvement Liaison, PTA president	Sign Up Sheets for events and volunteer training Sign Up Sheets for events and volunteer training				
2) Provide opportunities for parents to learn about Math and Science and how to assist their children at home. (3A)		Lead: Administrators Other involved: Parent Involvement Liaison, PTA president					
Problem Statements: Parent and Community Engagement 1, 2, 3							
Funding Sources: 211 - Title I, Part A - 0.00							

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Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Providing more advertisement for school events to increase parent involvement. **Root Cause 1**: Parents need diverse sources of reminders to school events other than school flyers and newsletters.
Problem Statement 2: CCE needs a Technology Event on our 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 2**: 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 3**: Parents are willing to assist the school. The school needs assistance and volunteers.

Goal 2: We will increase the effectiveness of communication throughout the BISD Community.

Performance Objective 2: CCE will support and is capable of supporting the two-way communication with the community, parents, and students.

Evaluation Data Source(s) 2: All communication to stakeholders will be in English and Spanish

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 1) All communication to parents and all other stakeholders will be sent in a timely manner. Coordinate with County to implement the campus emergency drills. Provide staff training on safety procedures and drills. (1A) 2) Provide parents and others opportunities to meet with administrative staff (such as PTA, Site Base-Decision Making Committee)- Administration is Bilingual. CCE will communicate and address student behavior and bullying issues with BISD and parents as soon as possible. (3A, 1C) 3) All CCE events will be in both English and Spanish. CCE will have a Back to School Night (3A)	3.1, 3.2	Lead: Principal Others involved: CCE Staff Lead: Administration Lead: Administration	Copies of all communication to parents is in a binder. Documentation on emergency drills and schedule. Meeting notes, sign-in sheets Meeting notes, sign-in sheets, Parent communication log Blackboard, Meeting notes, sign-in sheets				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I, Part A - 2500.00							

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Performance Objective 2 Problem Statements:

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

Goal 2: We will increase the effectiveness of communication throughout the BISD Community.

Performance Objective 3: CCE will implement a standardized system using a proactive approach for assisting Pre school children transition from early childhood programs to elementary school programs.

    Evaluation Data Source(s) 3: Student enrollment in PreK and Kindergarten

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 5 CSF 6 1) 4) Provide professional development opportunities and coaching sessions to our PreK teachers. (2C) 5) Provide opportunities for Preschool students to visit and tour our campus prior to transitioning. (2C) 6) Implement a school wide event for Preschool children and their parents. (2C)	2.5	Lead: CCE Instructional Coaches Others involved: Campus Administrators Lead: PreK and Kinder Teachers Others involved: Campus Administrators Lead: All Prek staff	Coaching sessions, Sign in sheet Schedules of campus tours Flyer for event and sign in sheets				
	Problem Statements: Parent and Community Engagement 1, 3						
	Funding Sources: 211 - Title I, Part A - 0.00						

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Performance Objective 3 Problem Statements:

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

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

Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 1: CCE will develop a systematic way to recruit, equip, and retain 100% of high quality staff

    Evaluation Data Source(s) 1: T-TESS

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 7 1) 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) 2) Provide 1st and 2nd year teachers support by continuously monitoring and meeting in order to answer questions and offer support as needed. 3) CCE will continue to provide time for staff to attend professional development that will be beneficial for their growth and development in education.	2.4, 2.5, 2.6	Leads: HR and Principal Lead: Mentors Others involved: Administrators, CCE Instructional Coaches, Teachers Lead: Principal	Letter of Intent, interviews Minutes from meeting, Meeting dates and Sign In Sheets Strategies and/or new learning being used in the classroom during observations/Instructional Rounds.				
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2							
Funding Sources: 199 - General Fund - 10000.00, 211 - Title I, Part A - 0.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) 4) Identify teachers in need of support and provide additional training. (1A) 5) Ensure that lesson plans are aligned to the TEKs by reviewing (to ensure Teachers utilize it), discussing, and providing feedback to the teacher. (2A)	2.4, 2.5, 2.6	Lead: Administrators Others involved: CCE Coaches, District support team Lead: Administrators Others involved: CCE Instructional 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. Lesson Plans, Classroom Observations				
	Problem Statements: School Context and Organization 2						
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						

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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: There remains a high demand for certified bilingual teachers. **Root Cause 1**: 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 2**: Education research indicates new teachers entering the profession is at an all time low.

School Context and Organization
Problem Statement 2: Teachers can become more versed in how the TEKs specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success. **Root Cause 2**: With new teachers on campus or new to grade levels, it is important to provide consistent and frequent support on how to access grade-level resources, District and campus.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: Develop opportunities for community businesses to impact students' post secondary success

    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
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Participate in the Cedar Creek and the Austin Regional Science Fair. (3B)	3.1	Lead: Administrators Others involved: Classroom Teachers	Science Fair Results				
CCE will coordinate with District personnel and Community Leaders to organize a Career Fair for students and families. (3B)		Lead: Counselor Others involved: District Personnel, Administrators	Attendance of Career Fair				
Maintain and possibly increase business partnerships for CCE. (3B)		Lead: Principal	Compare the number of partnerships this year in comparison to previous years				
	Problem Statements: Parent and Community Engagement 1, 3						
	Funding Sources: 199 - General Fund - 1800.00, 211 - Title I, Part A - 0.00						
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Performance Objective 1 Problem Statements:

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

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 2: Increase the number of needs-driven district-based parental involvement activities and campus-based supports to grow and strengthen our partnership with parent stakeholders.

    Evaluation Data Source(s) 2: Increased parent participation and engagement.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 1) CCE will invite parents to participate in "Coffee with Principal". Event will be conducted 2x in the fall and 2x in the spring. (3A) CCE will have Literacy, Math, and Science nights for our campus to participate. (3B)	3.1, 3.2	Lead: Administrators Lead: Campus Committees Others involved: CCE staff, Administrators	Agendas, Sign In Sheets Sign In Sheets				
	Problem Statements: Parent and Community Engagement 1, 2, 3						
	Funding Sources: 211 - Title I, Part A - 0.00						

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 3 CSF 5 CSF 6		Lead: Administrators Others involved: CCE Bilingual/ESL committee	Parent surveys, parent meetings agendas and sign in sheets				
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)		Problem Statements: Parent and Community Engagement 1, 3 Funding Sources: 211 - Title I, Part A - 0.00					

✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Providing more advertisement for school events to increase parent involvement. **Root Cause 1**: Parents need diverse sources of reminders to school events other than school flyers and newsletters.
Problem Statement 2: CCE needs a Technology Event on our 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 2**: 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 3**: Parents are willing to assist the school. The school needs assistance and volunteers.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	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) 2) Staff will use supplemental researched based instructional materials, resources, and equipment such as anchor charts/posters, cutout maker blades (iStation, 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) 3) Establish a systematic behavior and attendance protocol. CCE will continue to implement the Eagle Pride school wide discipline initiative and the attendance program. Discipline matrix will be reviewed with all staff members. (1B) 4) PBIS/SEL committee will introduce and ensure PBIS and SEL through Second Steps are implemented at CCE.
1	3	1	Provide teacher training and tools for understanding the value of empowering students with their learning progress. (2C) 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) 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) 4) Support staff will provide daily instruction during guided reading as a push-in model. (2B)
1	4	1	The Instructional Leadership Team will continue to design, refine and implement a rigorous and coherent bilingual/ESL and tutoring program. (2C) 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) 3) Continue to utilize Bilingual Assistants to provide intervention support for struggling Bilingual at-risk students. (2C)
1	5	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) 2) Provide trained and skilled staff on campus to support instructional technology- 4 square committee. (1A) 3) Instruct students in using technology to produce multi-media projects. (2A)
1	5	2	4) Students will attend educational field trips.

Goal	Objective	Strategy	Description
1	6	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) 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) 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)
1	6	2	5) District and campus Instructional Coaches will work with teachers to develop a system for teaching targeted writing skills. (2C) 6) Aligned writing curriculum for K-4. (2A) 7) Constant monitoring of writing progress for students through scheduled writing samples. Students will have learning progress folders, learning goals, and have a plan on how to improve their reading, math and writing skills. (2C)
1	6	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)
1	7	1	Continue to utilize Eagle Time/Intervention Time with all grade levels. 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) 3) Provide intervention support for our struggling at-risk students. Provide conferencing opportunities for RtI team to meet. (2D) 4)Language arts RtI lead will model guided reading lessons for K-2nd grade teachers. (2D) 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)
1	9	1	1) Assist teachers with identifying special education students whose data supports access to a less restrictive environment. (2C) 2) Monitor student performance of students receiving special education services through the ARD committee. (2C) 3) Review and implement core reading curricula for Resource and Life Skills settings. (2C)
2	1	1	Provide programs that give parents opportunities to participate in school through family night events. Increase parental involvement and volunteerism. (3C) 2) Provide opportunities for parents to learn about Math and Science and how to assist their children at home. (3A)
2	2	1	All communication to parents and all other stakeholders will be sent in a timely manner. Coordinate with County to implement the campus emergency drills. Provide staff training on safety procedures and drills. (1A) 2) Provide parents and others opportunities to meet with administrative staff (such as PTA, Site Base-Decision Making Committee)- Administration is Bilingual. CCE will communicate and address student behavior and bullying issues with BISD and parents as soon as possible. (3A, 1C) 3) All CCE events will be in both English and Spanish. CCE will have a Back to School Night (3A)
2	3	1	4) Provide professional development opportunities and coaching sessions to our PreK teachers. (2C) 5) Provide opportunities for Preschool students to visit and tour our campus prior to transitioning. (2C) 6) Implement a school wide event for Preschool children and their parents. (2C)

Goal	Objective	Strategy	Description
3	1	2	4) Identify teachers in need of support and provide additional training. (1A) 5) Ensure that lesson plans are aligned to the TEKs by reviewing (to ensure Teachers utilize it), discussing, and providing feedback to the teacher. (2A)
4	2	1	CCE will invite parents to participate in "Coffee with Principal". Event will be conducted 2x in the fall and 2x in the spring. (3A) CCE will have Literacy, Math, and Science nights for our campus to participate. (3B)
4	2	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)

State Compensatory

Budget for Cedar Creek Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$231,045.00
	6100 Subtotal:	**$231,045.00**

Personnel for Cedar Creek Elementary:

Name	Position	Program	FTE
Beth Riefel	Teacher	RtI	100
Crystal Laurent	Instructional Coach	C&I	100
Diana Peters	Paraprofessional	Intervention	100
Genny Ackermann	Teacher	RtI	100
Jane Finley	Paraprofessional	Prek	80
Juan Mata	Instructional Coach	C&I	100
Maria Antonia Gomez	Paraprofessional	Intervention	100
Patricia Pena	Paraprofessional	RtI	100
Raquel Yanez	Paraprofessional	Behavior Support	50
Sonia Paniagua	Paraprofessional	Intervention	100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Sonia Paniagua	Paraprofessional	RtI	100

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Dolores Godinez	Principal
Administrator	Annette Almendarez	Assistant Principal
Non-classroom Professional	Letitia Grohman	Dyslexia Teacher
Paraprofessional	Jane Ann Finley	PK Paraprofessional
Classroom Teacher	Julie Burns	K Teacher
Classroom Teacher	Mariana Hansen	2Gr Teacher
Classroom Teacher	Jennifer Zavala	3Gr Teacher
Classroom Teacher	Annah-Clarie Summerlin	4Gr Teacher
Classroom Teacher	Susan Miller-Smith	Sped Teacher
Classroom Teacher	David Pena	Teacher
Classroom Teacher	Martin Rodriguez	Teacher
Parent	Juana Mabry	Parent

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Time, tutors, professional development		$2,000.00
1	6	2	Data folders		$500.00
3	1	1	Mentors, Professional Development		$10,000.00
3	1	2			$0.00
4	1	1	Science Fair Materials, Snacks, Items for Career Fair		$1,800.00
				Sub-Total	$14,300.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Materials, Instructional Coaches, Funding for professional development		$0.00
1	3	1	Copy materials, professional development on empowering teachers, progress folders		$5,000.00
1	4	1	Bilingual/ESL Resources, book bundles, leveled readers, healthy snacks/refreshments		$0.00
1	5	1	Technology Grant, Skilled staff, technology		$20,000.00
1	5	2	Cost for entrance fee, fee for school buses		$0.00
1	6	1	leveled readers, book bundles, tutors, professional development		$0.00
1	6	2	resources, book bundles, leveled readers		$0.00
1	6	3	Manipulatives for reading and math, researched based resources		$5,000.00
1	7	1	Research Based Materials		$0.00
1	8	1	GT Resources, Incentives for students, Field trips		$0.00
1	9	1	Reading materials, Assist Technology		$0.00
2	1	1	Parent resources, snacks		$0.00
2	2	1	Guest Speakers, Materials for Events, Snacks		$2,500.00
2	3	1	Materials for event		$0.00

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Mentors, Tutors, materials, resources		$0.00
3	1	2			$0.00
4	1	1			$0.00
4	2	1	Supplies/Materials for the events, Snacks		$0.00
4	2	2	culturally relevant supplies/materials for events, snacks		$0.00
				Sub-Total	$32,500.00

211 - Focus Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Dictionaries, resources, curriculum materials, book bundles, and leveled readers		$0.00
1	5	1			$0.00
1	6	2	resources, educational materials and supplies		$0.00
1	6	3	resources, educational materials and supplies		$0.00
				Sub-Total	$0.00

199-030 - SCE on Schoolwide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			$25,631.00
1	6	1			$15,151.00
1	7	1			$189,068.00
				Sub-Total	$229,850.00
				Grand Total	$276,650.00