Bastrop Independent School District

Cedar Creek Elementary

2020-2021 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 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.

Demographics	16-17	18-19	19-20	20-21
African American	0.9% (7)	.85% (7)	.97% (8)	.85% (7)
Hispanic/Latino	86% (671)	88.4% (725)	88.47% (729)	88.4% (725)
White	10.4% (81)	8.7% (71)	8.7% (72)	8.7% (71)
American Indian	0.1% (1)	.0% (0)	.0% (0)	.0% (0)
Two or more	2.3% (18)	2.1% (17)	1.82% (15)	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 had been decreasing. This year but we have seen an increase in At Risk for this current year. The ELL category has been steady for the most part with a slight fluctuation from year to year. Our special education percentages show a slight decrease of student participation for this school year.

Sub Pops	16-17	18-19	19-20	20-21
EcoDis	78.4% (618)	88.0% (720)	84.9% (700)	79.05% (664)

Sub Pops	16-17	18-19	19-20	20-21
ELL	61.2% (477)	62.3% (511)	63.7% (525)	66.31% (557)
At Risk	86.4% (674)	82.2% (632)	78.0% (643)	85.95% (722)
Sped	8.6% (67)	12.7% (99)	10.32% (85)	9.76% (82)

In general, total enrollment has been steady for the past three years with approximately 780-850 students.

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

Cedar Creek provides instruction on site and virtually online to support all learner's health preferences. We currently serve 419 students onsite and 441 students online.

Demographics Strengths

- Decrease in Special Education pariticipation
- Increase in ELL population based on academic services provided
- Decrease in Economically Disadvantaged Students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an increase of at risk students this school year. In past years, we had begun to see a decrease in this group of students. **Root Cause:** This is possibly due to the the communities environmental factors such as health, basic needs, and employment availability.

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.

Performance Level Data- 3rd Grade Math	2017-18	2018-19	2019-20
Approaches	83%	72%	66%
Meets	46%	32%	32%
Masters	22%	25%	13%
PL Average	50%	52%	62%

Performance Level Data- 3rd Grade Reading	2017-18	2018-19	2019-20
Approaches	60%	68%	64.8%
Meets	25%	34%	20%
Masters	12%	21%	7.5%
PL Average	32%	41%	59%

Performance Level Data- 4th Grade Math	2017-18	2018-19	2019-20
Approaches	78%	66%	60%
Meets	47%	42%	23%
Masters	24%	29%	12%
PL Average	50%	46%	57%

Performance Level Data-4th Grade Reading	2018	2019	2020
Approaches	55%	58%	61%
Meets	28%	26%	32%
Masters	13%	13%	19%
PL Average	32%	32%	60%

Performance Level Data-4th Grade Writing	2018	2019	2020
Approaches	41%	48%	39%
Meets	19%	20%	20%
Masters	2%	3%	8%
PL Average	21%	24%	49%

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.

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

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

		ALL Ss	AA	Hisp	White	EcoDis	Sped	ELL
18-19	**ELA**	N	-	N		N	N	N
	Mth	Y	-	Y		Y	N	Y

TELPAS Composite scores increased from previous years so EL students are showing growh from one proficiency level to the next.

TELPAS EL Composite	2018-19	2019-20
	42%	56%

Student Achievement Strengths

- **EL composite score increased from year 2019 to 2020.**
- **CCE recieved 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.**

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Reading fluency and comprehension continue to be an area of focus for K-4 for 2020-21 school year. **Root Cause:** Students did not retain foundational reading fluency and comprehension skills during the COVID season.

School Culture and Climate

School Culture and Climate Summary

The data sources used to assess school culture and climate were attendance data and strategies, Emergent Tree EOY evaluations, and the Panorama survey for staff, parents, and students.

Over a three-year span you see a decrease in disciplinary events

Years 17–18 18–19 19–20

Totals <u>68</u>   <u>33</u>   <u>35</u>

Attendance continued above 95% for the 2018-19 school year.

Years 17–18   18–19   19–20

Totals <u>95.15%</u> <u>95.03%</u> <u>95.90%</u>

The staff climate survey shows a decrease in most areas for the 2018-2019 school year. Data shows measurments taken for students, staff and parents in relation to the school.

2019- 20 School Climate Data	Staff
Climate	60%
School Leadership	65$
Staff Leadership Relationships	49%
Resources & Prof. Development	25%
Educating All Students	82%

2019- 20 School Climate Data	Students
Climate	67%
Growth Mindset	48%
Safety	58%
Student Teacher Relationship	80%
Mindset	52%

2019- 20 School Climate Data	Parents
Barriers to Engagement	82%
Learning Behaviors	50%
Safety	77%
Climate	69%
Family Engagement	23%

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. The data shows good progress in most areas (composite of 75.8% with 80% or higher being foundationally strong). Greatest area of growth is classsroom systems with 66.7%

School Culture and Climate Strengths

- School climate scores were in the higher range
- Attendance above 95% consecutively
- Decrease overall in disciplinary events, almost half of 17-18
- Effective strategies for enforcing positive student behavior were identified as Eagle Pride, social contracts, and Genius Hour
- Parents and students indicated safety being above average

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A majority of CCE parents do not feel connected to school. **Root Cause:** The visible focus and resources for the campus were more strongly aligned with academics.

Problem Statement 2: Less than 50% of students reported growth mindset as a strength **Root Cause:** Students did not have a strong Social Emotional Curriculum

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 60% of all professional staff have 6+ years of teaching experience. 21.3% of teachers have over 20 years of experience. It is important to note that this year, 14.5% of staff are brand new teachers.

Each new teacher is paired with a mentor for the year who works alongside them to support and provide accountability. With two Instructional Coaches on Campus, all new teachers work through coaching cycles. The campus principal hosts bi-weekly new teacher meetings that support in a variety of areas including basic classroom instructional stategies, district protocols and improving instruction based on the district B.I.G. 8 model.

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.
- Support systems are in place for new teachers to grow professionally and recieve support in assessed areas of need.
- The district implemented in 2019-2020 a $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.
- Campus morale boosters are implemented regularly.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Tutoring: Tutoring will consist of after-school and push-in tutoring. This was effective in having students work in smaller groups with prescriptive lessons. New this year, CCE is hiring an additional RTi teacher to work with Early Literacy in our Pre-K - 1st grade classes.

PLCs: The campus has a PLC initiative aligned with the district priorities that focus on TEK disagregation, using the four questions to inform instruction, and developing PLC leaders to facilitate meetings with IC and Administrative support.

RTI: Students are being identified and serviced for intervention through the RTI program with Tier 3 students being targeted by RTI teachers and Paraproffessionals.

Bilingual: The bilingual program has some teachers piloting the Summit K-12 program to help support our EL students. This program has statisticaly proven to increase student learning and testing scores when used with fidelity.teachers received training on Sheltered Instruction which was reinforced during walkthroughs, observations and during coaching cycles. CCE will bring in specific Sheltered Instruction training and support curriculum.

CCE offers both virtual and onsite, high quality instruction for all students. We currently serve 66% of students onsite and 34% online. Online numbers grow with each new phase of reentry.

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

- TEKS driven
- Developing PLC leads as they facilitate meetings
- Instructional strategies are employed by using the 4 questions to support lesson planning

Topic: Bilingual

- Early-exit model
- SIOP Strategies
- Bilingual Training Sessions, Bilingual PLC's On Campus, Bilingual Cohort, Team Collaboration, Push in Tutors
- New Sheltered Instruction training
- New bilingual support curriculum

Topic: RtI

- New position opening to support early literacy.

Topic: Online learning

- Parent student compacts are providing additional accountability for online learners.
- More students are coming onsite each month.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): With the pandemic, RTI staff and unable to pull groups consistently for intervention, thus more intervention is required in the classroom. **Root Cause:** Lack of subs so RTI staff must fill in, staff illness and quarantine reduces staff available to teach, and online students typically do not have strong RTI group attendance

Problem Statement 2 (Prioritized): New teachers and exception teachers need more training and practice in sheltered instruction and supporting EL students. **Root Cause:** Loss of bilingual teachers led to greater need for these teachers with less bilingual teachers available. New teachers require training in all areas and grow at individual rates.

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 campus and participation rotates. Some of the teacher get support via grants provided through the Bastrop Education Foundation.

Family Involvement:Monthly virtual Coffee with the Principal Meetings keep both English and Spanish speaking parents informed and connected. Activities like our Harvest Candy Drive Through Parade, Virtual Family Literacy Night, Virtual Science Fair and Virtual Book Fair are ways the school engages families. School Status data shows that, since the beginning of the 2020 school year, we have sent almost 100,000 texts to families, sent over 6,00 emails and made over 11,000 phone calls. During the COVID season, when connecting with families is difficult, we are finding ways to make connections.

In our Panorama data, parents indicated by 82% that they experienced a variety of barriers to education including communication with school and transportation. they also responsed by 23% to family engagement indicating the need for more engagement with CCE on a variety of levels.

Parent and Community Engagement Strengths

- Parents and teachers communicate frequently via school status
- Coffee with Principal Meeting happens regularly
- Strong community connections
- Even in the pandemic, the school is providing opporutnities for families to connect to learning and to the school

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): CCE needs more activities that provide parents to engage in academics with their students **Root Cause:** Pandemic means only essential parents can be on campus

Problem Statement 2 (Prioritized): 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.

School Context and Organization

School Context and Organization Summary

Data highlights that the District provides 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.

CCE offers both onsite and online learning to meet the various needs of all learners on campus. Onsite learning has grown from around 30% in attendance at the first phase of instruction to 66% in November. Online instruction is provided through structured times of learning, asyonchronous activities, Specials instruction, small group/1-1 support and Office Hours for parent communication and additional student needs.

With resources this year, the district and school are partnering to provide training for new teachers in the B.I.G. 8, Guided Reading and Math Workstations and Sheltered Instruction.

Our full-time Counselor and CIS Program Director/Social Worker provide support for students who need additional emotional and socail support as well as connecting families to needed resources in the community. All teachers teach 2nd Step SEL lessons in their classroom and lessons are supported by the Counselor and Social Worker with additional in-class lessons and student support. CCE also partners with the Truancy Officer, Campus Police, McKinney Vento, Blue Bonnet Trails and other partners to ensure students and families receive the support needed for their students to be successful in school.

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
- Wraparound services help students grow in Social Emotional Learning and families receive needed rexources
- Staff is encouraged by Administration to discuss new ideas and new ways to teach certain topics.
- Online and onsite learning models are consistent and well communicated
- The school and district are fostering patnerships on a variety of levels to support teachers and families

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Online learners can have inconsistent attendance or lack of engagement in all areas of learning. **Root Cause:** Inconsistency of technology, competing family schedules and some lack of parent support make it difficult for some students to learn online

Problem Statement 2: Support systems for struggling students are often interrupted or declined by parents **Root Cause:** Parents do not want to bring students to campus for support and are often not able to log on for additional meetings

Problem Statement 3: Staff feel overwhelmed during this season with additional responsibilities, safety protocols, quarantines, and new systems of learning **Root Cause:** Pandemic has brought the necessity of many changes to campus procedures and systems

Technology

Technology Summary

CCE has a variety of technology in place to support student learning. All teachers are provided with laptops from the district. Teachers use document cameras and flat scrren tvs to present on. Technology usage is based on the Google platform and all teachers are trained in using most components. Additionally, online teachers use the SeeSaw platform for instruction. The district provides a variety of applications and programs for students to enrich learning including I-station, Imagine Math, Summit K-12 and Literacy Pro. CCE and/or the PTA have purchased additional programs like Reading A-Z and Brain Pop.

CCE has a goal of 1:1 technology for all students. Our current Chromebook count is 589. We have recently purchased 100 more Chromebooks which will bring our campus total to 689 out of 840 students. We hope to make and additional purchase later in the year. Of the 589, 332 are being used by online learners.

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

With a Bastrop Education Foundation grant, CCE now has a 3-d printer onsite and will be doing STEM labs and Project Based Learning using the printer.

Technology Strengths

- Staff can connect and use a document camera, standard projector, and TV screen monitor
- Students have more experience with technology and are more tech saavy then in previoius years
- Seesaw and SchoolStatus have helped teachers align learning and connect with families
- District provided additional technology for CCE students and campus is purchasing 100 new devices this year
- Students have access to computers in the classrooms and computer labs
- School was granted a 3-d printer and will do STEM Labs for students

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): With online learning, there are additional requirements for technical support that our regular staff are not trained to handle. **Root Cause:** Online learning, the nature of technology can be inconsistent, lack of parent understanding in technology use

Problem Statement 2 (Prioritized): Rigorous demands for 21st Century Learners and technology means each student should have 1:1 access to a device each day **Root Cause:** Funding for purchasing, student devices out and not returned, having to keep a baseline of 50 devices for students who quarntinee

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

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

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

Employee Data

- State certified and high quality staff data

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: PO1: By June 2021, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Sources: Safety Schedule

Summative Evaluation: None

Strategy 1: Monitor and audit safety plans, drills, and processes	Reviews			
Strategy's Expected Result/Impact: Safety Drill Schedule, Complete After Action Report Incident Drill Assessment, Follow recommendations.	**Formative**			**Summative**
Sign-In Sheets	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Staff members and County/City Officials				
Comprehensive Support Strategy				

Strategy 2: City/county officials participate in drills	Reviews			
Strategy's Expected Result/Impact: By May of 2021 we will have conducted all required drills and invited city/county officials to participate.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration, Safety Team	**Oct**	**Jan**	**Mar**	**June**
	0%			

Strategy 3: Provide training for staff on safety drills and conduct after action drills.	Reviews			
Strategy's Expected Result/Impact: By October 2020 all staff will be trained on safety drills. After action drills will be implemented for all major drills throughout the 2020-21 school year.	**Formative**			**Summative**
Staff Responsible for Monitoring: Safety Committees, Administration	**Oct**	**Jan**	**Mar**	**June**
	0%			

Strategy 4: Conduct Threat Assessments as appropriate/needed and provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat.		Reviews		
Strategy's Expected Result/Impact: By the beginning of the school year, a Comprehensive Threat Assessment Plan will be in place with appropriate staff receiving training. Throughout the school year, Assessments will be utilized by staff to recognize harmful, threatening, or violent behavior that may pose a threat in students and provide appropriate interventions. Impact will be measured by referral data.		Formative		Summative
		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Safety Committee, Administration, PBIS committee		0%		

Strategy 5: Implement multi-hazard emergency operation plans		Reviews		
Strategy's Expected Result/Impact: Multi-Hazard Emergency Operations plan in place and implemented for the 2020-21 school year, and shared with staff and appropriate community support services by January 2021.		Formative		Summative
		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Safety Team, Administration		0%		

Strategy 6: COVID related operational materials		Reviews		
Strategy's Expected Result/Impact: By August, a plan for online and onsite learning will be implemented. Training, protocols, and supplies will be provided for staff on an ongoing basis to ensure staff and students are safe and healthy at school and online and onsite classrooms are equipped for learning.		Formative		Summative
		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration, COVID team		0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: By June 2021, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

Evaluation Data Sources: Administration review, PBIS data, attendance and referral data

Summative Evaluation: None

Strategy 1: Conduct campus investigations that promote and support a safe and orderly learning environment	Reviews			
Strategy's Expected Result/Impact: 1) Implementation can be measured through campus SEL/PBIS and RTI committee data collection and work.	**Formative**			**Summative**
2)Referral data	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration, PBIS Committee, Behavior Interventionists, Counselor, teachers				
Comprehensive Support Strategy				

Strategy 2: Ongoing classroom management training in bullying prevention and discipline matrix	Reviews			
Strategy's Expected Result/Impact: 1) Implementation can be measured through campus SEL/PBIS and RTI committee data collection and work.	**Formative**			**Summative**
2) Referral data	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration, PBIS Committee, Counselor	0%			

Strategy 3: Standardized procedures for referral data entry and analysis	Reviews			
Strategy's Expected Result/Impact: Impact will be measured by systematic review of PIEMS data	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration, Registrar	Oct	Jan	Mar	June
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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: By June 2021, CCE will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

    Evaluation Data Sources: PBIS review and behavioral data reports, RTI behavioral data reports

    Summative Evaluation: None

Strategy 1: Train all staff in sexual abuse, human trafficking, and other maltreatment of children	Reviews			
Strategy's Expected Result/Impact: Implementation of training via training schedule ensures all staff are informed	**Formative**			**Summative**
Staff Responsible for Monitoring: CIS, Counselor, Administration	Oct	Jan	Mar	June
	0%			

Strategy 2: Continuing education for staff on trauma-sensitive care on how grief and trauma affects student learning and behavior	Reviews			
Strategy's Expected Result/Impact: Reflective discipline practices as evidenced by fewer suspensions, PBIS behavioral data	**Formative**			**Summative**
Staff Responsible for Monitoring: PBIS team, Counselor	Oct	Jan	Mar	June
	0%			

Strategy 3: Establish common campus expectations through an active PBIS committee - review referral data with staff and PBIS Safety Committee	Reviews			
Strategy's Expected Result/Impact: PBIS committee evidenced by schoolwide implementation of PBIS initiatives, review of referral data and district/PBIS aligned discipline matrix in place.	**Formative**			**Summative**
Staff Responsible for Monitoring: PBIS committee, Administration	Oct	Jan	Mar	June
	0%			

Strategy 4: Provide ongoing SEL lessons and support for all students PK-4.		Reviews		
Strategy's Expected Result/Impact: Implementation of Second Step curriculum in all classrooms		Formative		Summative
Staff Responsible for Monitoring: Counselor, Administration		Oct	Jan	Mar	June
		0%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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: By June 2021, Pre Kinder-2nd grade students will increase their reading and math levels as follows:
PK Math (82% to 88%) / PK RD (42% to 49%)
K Math (52% to 59%) / K RD (63% to 68%)
1st Math (50% to 56%) / 1st (64% to 69%)
2nd Math (54% to 60%) / 2nd RD (65% to 70%)

    Evaluation Data Sources: Reading TPRI, Circle
    Math EOY teacher ratings

    Summative Evaluation: None

Strategy 1: 1) Implement a comprehensive needs assessment and teacher needs survey to understand the current climate for early childhood and to be able to target next steps.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Climate will be measured by needs assessment and Panorama data.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, Instructional Coaches, District Personnel				
TEA Priorities: Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy - Superintendent Goals:** SG 1, SG 3				

Strategy 2: Implement PK-2 district led Professional Learning Communities throughout the school year.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: By the end of the year, all grade levels K-4 will participate in campus level PLCs on a weekly basis that focus on deconstructing TEKS and using the 4 questions to inform lesson planning. By the end of the year, Pre-K will be participating in district led PLCs that focus on district initiatives.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches, Campus Administration, District Leadership				

Strategy 3: Implement PreK data meetings to review data and plan for skills intervention.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Impact will be measured by Walkthroughs and review of lesson plans. Data meetings will be held on a regular basis throughout the 2020-21 school year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, CCE Coaches, District support team				
Comprehensive Support Strategy - Additional Targeted Support Strategy				

Strategy 4: Provide professional development in the following identified areas: small group instruction and systematic phonics instruction.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: By the end of the school year, all Pre-K- 1st grade will attend professional development in small group instruction and phonics instruction and staff will utilize training as evidenced by Walkthroughs and lesson plan review.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District personnel, Campus Administration, Instructional Coaches	0%			

Strategy 5: Provide coaching cycles to teachers based on teacher needs assessment.	Reviews			
Strategy's Expected Result/Impact: Implementation of coaching cycle for all new teachers and other teachers based on the teacher needs assessment. **Staff Responsible for Monitoring:** Instructional Coaches	Formative			Summative
	Oct	Jan	Mar	June
	0%			

0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✕ Discontinue

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: By June 2021, CCE will increases STAAR GROWTH measures as follows:
SPED student Growth RD (76% to 82%) & M (53% to 59%)
EL Student Growth RD (64% to 68%) & M (44% to 53%)
Eco Dis Student Growth RD (64% to 67%) & M (50% to 59%)

Evaluation Data Sources: EOY Teacher Survey, Academic Support Team Data Review, Grade Level Data Review, RTI data review

Summative Evaluation: None

	Reviews			
Strategy 1: Ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID slide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Impact will be measured by data meetings, lesson plan review, and RTI reporting.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: RTI leads, Instructional Coaches, Campus Administration				
Comprehensive Support Strategy - Additional Targeted Support Strategy				

	Reviews			
Strategy 2: Train, support, and monitor fidelity of use of B.I.G. 8 strategies across all campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All teaching staff will be trained in B.I.G. 8 strategies through the PLC cycle, staff meetings and Professional Development. Implementation will be monitored in Walkthroughs and observations.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration, Instructional Coaches, Team Leaders and PLC Leaders	0%			

	Reviews			
Strategy 3: Train campus administrators and IC's in effective modeling and monitoring of B.I.G. 8 strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2020-21 school year Campus Administration and Instructional coaches will be trained on modeling and monitoring B.I.G. 8 strategies. Evidence of implementation will be seen in Walkthrough and observation data.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: District Administration and Campus Administration	0%			

	Reviews			
Strategy 4: Train in co-teach model in District-identified target areas	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance of Special Education teachers and other teachers in co-teach model.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Special Education team Leader, Campus Administration	0%			

Strategy 5: Require all CCE teachers to be ESL endorsed	**Reviews**			
Strategy's Expected Result/Impact: By the end of the school year, all CCE teachers will have earned an ESL endorsement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principal	0%			

Strategy 6: 1. Refine, teach, support and monitor the bilingual instruction early exit model.	**Reviews**			
2. Staff will use supplemental research based instructional materials, resources, and equipment/educational furniture in order to improve instruction and provide intervention support in both English and Spanish for all grade levels	**Formative**			**Summative**
	Oct	Jan	Mar	June
3. The Instructional Leadership Team will continue to design, refine and implement a rigorous and coherent bilingual/ESL and tutoring program. 4. Continue to utilize Bilingual Assistants to provide intervention support for struggling Bilingual at-risk students	0%			
Strategy's Expected Result/Impact: 1. Implementation will be evidenced through Walkthroughs and bilingual teacher attendance in monthly bilingual training. 2. Implementation will be evidenced by review of Lesson Plans and classroom Walkthroughs 3. By the end of the 2020-21 school year, bilingual/ESL tutoring will be available to bilingual students onsite and online. 4. Bilingual Assistants will be on staff throughout the 2020-21 school year. **Staff Responsible for Monitoring:** District bilingual leadership, Instructional Leadership Team, Administrators				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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: By June 2021, CCE will increase Overall STAAR Student GROWTH measures as follows:
RD Growth (76% to 81%)
Math Growth (53%to 58%)

    Evaluation Data Sources: Academic Targets, STAAR scores, Common Assessments

    Summative Evaluation: None

Strategy 1: Provide training and support to admin and ICs on the effective facilitation of PLCs	Reviews			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

The Instructional Leadership Team will continue to design, refine and implement a rigorous and coherent bilingual/ESL and tutoring program.
    Strategy's Expected Result/Impact: Administration and Instructional Coaches will attend training on PLCs and participate in weekly PLC meetings.
    Staff Responsible for Monitoring: District Administration, Campus Principal
    Comprehensive Support Strategy - Additional Targeted Support Strategy				

Strategy 2: CCE will build capacity with PLC Leads	Reviews			
Strategy's Expected Result/Impact: By the end of 2020-21 school year, CCE will have identified and trained PLC leads including bi-weekly training and capacity building and PLC leads will lead grade-level PLCs. **Staff Responsible for Monitoring:** Campus Principal	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	0%			

Strategy 3: 1. Fidelity, training, and monitoring of balanced literacy and guided math components
 	
2. 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)
    Strategy's Expected Result/Impact: Classroom Observations, Walk throughs, PLC meetings/minutes, Professional Development Schedule
    Staff Responsible for Monitoring: Lead: C&I Chief of Academic Officer
Others involved: Campus Administrators and CCE Instructional Coaches
	Reviews			

	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	0%			

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Strategy 4: Train and develop campus IC's in effective classroom coaching cycles to develop and support instruction	Reviews			
Strategy's Expected Result/Impact: IC attendance in training and apply learning in coaching cycles with all new teachers and other identified teachers.	Formative			Summative
Staff Responsible for Monitoring: District leadership, Campus Administration	Oct	Jan	Mar	June
	0%			

Strategy 5: Provide support and coaching to campus administrators	Reviews			
Strategy's Expected Result/Impact: Support meeting agendas	Formative			Summative
Staff Responsible for Monitoring: District Administration	Oct	Jan	Mar	June
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: By June 2021, CCE will increase Overall campus attendance rate.

Evaluation Data Sources: Attendance data

Summative Evaluation: None

Strategy 1: Monitor and implement attendance protocols and procedures to increase attendance rates		Reviews		
Strategy's Expected Result/Impact: Campus attendance protocols		Formative		Summative
Staff Responsible for Monitoring: Attendance Clerk, Assistant Principal, Campus Principal	Oct	Jan	Mar	June
Comprehensive Support Strategy - Additional Targeted Support Strategy				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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: By June 2021, CCE will increase Overall technology student device ratio by 10%.

    Evaluation Data Sources: The number of functional classroom devices

    Summative Evaluation: None

Strategy 1: 1)Increase teacher, student, and family training on CCE online learning platforms including learning management systems and video conferencing software	Reviews			
	Formative			Summative
2) Provide trained and skilled staff on campus to support instructional technology.	Oct	Jan	Mar	June
3) Hire additional tutors both during the day and after school to work with students in order to decrease achievement gaps between student sub populations.				

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.
    Strategy's Expected Result/Impact: Staffing Sheet, PD schedules, Parent Conference Reports, Lesson Plans
    Staff Responsible for Monitoring: Campus Administration and CCE Instructional Coaches
 	
Lead: Administrators
 	
Lead: Administration
Others: Discipline and attendance committee				

Lead: Administration
Others Involved: Classroom Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Funding Sources: Time, tutors, professional development - 199 - General Fund - $2,000, leveled readers, book bundles, tutors, professional development - 211 - Title I, Part A, - 199-030 - SCE on Schoolwide - $15,151

Strategy 2: Strive to develop and sustain a 1:1 device ratio	**Reviews**			
Strategy's Expected Result/Impact: Purchase Chromebooks	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	**Oct**	**Jan**	**Mar**	**June**
Comprehensive Support Strategy - Additional Targeted Support Strategy				

Strategy 3: Increase school's virtual infrastructure to provide more options to access various device platforms	**Reviews**			
Strategy's Expected Result/Impact: Hotspots will be provided for students to access various device platforms	**Formative**			**Summative**
Staff Responsible for Monitoring: District IT, Campus Administration	**Oct**	**Jan**	**Mar**	**June**
Comprehensive Support Strategy - Additional Targeted Support Strategy - Superintendent Goals: SG 1, SG 3				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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: By June 2021, CCE will develop viable, exemplary onsite & online learning options for 100% of students.

    Targeted or ESF High Priority

    Evaluation Data Sources: Campus parent surveys

    Summative Evaluation: None

Strategy 1: Creation of BISD Virtual School Option for Students	Reviews			
Strategy's Expected Result/Impact: Optimal learning and increased student achievement for all students.	Formative			Summative
Staff Responsible for Monitoring: Campus administration	Oct	Jan	Mar	June
	0%			

Strategy 2: Offer competitive onsite and online schooling options for students	Reviews			
Strategy's Expected Result/Impact: Optimal learning and increased student achievement for all students.	Formative			Summative
Staff Responsible for Monitoring: Campus administration	Oct	Jan	Mar	June
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, and community.

Performance Objective 1: By June 2021, we will increase communication with internal and external users by at least 10% through promoting student and staff success, building trust, improving internal communication channels and methods, and strengthening the district's brand and message.

Evaluation Data Sources: School Status Reporting, Blackboard, Panorama

Summative Evaluation: None

Strategy 1: Communicate with parents and community members through various mediums	Reviews			
CCE will conduct monthly "Coffee with the Principal" virtual meetings	Formative			Summative
Strategy's Expected Result/Impact: Improved communication will be tracked through School Status and Blackboard Connect. Virtual meetings will be calendared monthly	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administrators				
Comprehensive Support Strategy - Additional Targeted Support Strategy				

Strategy 2: Answer calls and emails within 24 hours if not sooner	Reviews			
Strategy's Expected Result/Impact: Panorama data will show improved communication	Formative			Summative
Staff Responsible for Monitoring: Team Leaders, Campus Administrators	Oct	Jan	Mar	June
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, and community.

Performance Objective 2: By June 2021, CCE will expand the number of community and business partnerships with CCE by 10%.

    Evaluation Data Sources: Increased community and business participation

    Summative Evaluation: None

Strategy 1: Work with all community, campus and district partners (social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met	Reviews			
Strategy's Expected Result/Impact: Added programs, sign in sheets, truancy logs	**Formative**			**Summative**
Staff Responsible for Monitoring: Social worker, Counselor, Assistant Principal, Principal	Oct	Jan	Mar	June
Comprehensive Support Strategy				

Strategy 2: Undergo strategic planning to ensure CCE is prepared to respond to meet the needs of all students in an ever-changing and shifting environment	Reviews			
Strategy's Expected Result/Impact: Meetings agendas and sign in sheets	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators	Oct	Jan	Mar	June
Comprehensive Support Strategy - Additional Targeted Support Strategy				

Strategy 3: Marketing to community stakeholders to support CCE strategic planning	Reviews			
Strategy's Expected Result/Impact: Added programs, agendas	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration	Oct	Jan	Mar	June
	0%			

0% No Progress		100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, and community.

Performance Objective 3: By June 2021, CCE will increase the number of needs-driven district-based family & parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Sources: School calendar, sign in sheets (if available)

Summative Evaluation: None

	Reviews			
Strategy 1: Provide customer service training to ensure everyone is greeted and feels welcomed on campuses	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meeting agendas	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Comprehensive Support Strategy				

	Reviews			
Strategy 2: Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily	**Formative**			**Summative**
Strategy's Expected Result/Impact: 2nd Step Curriculum implemented (Lesson Plans), Campus COVID plans, CIS Program Director Reports	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Counselor, Social Worker, Team Leads, Administration	0%			

	Reviews			
Strategy 3: Reporting and addressing campus infrastructure issues on a timely basis	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintenance Reports	Oct	Jan	Mar	June
Staff Responsible for Monitoring: District Maintenance Director, Administration	0%			

	Reviews			
Strategy 4: Continue partnering with Communities in Schools (CIS) to ensure that BISD students have access to social workers to provide for mental health needs and supports	**Formative**			**Summative**
Strategy's Expected Result/Impact: CIS Reports	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Social Worker, Campus Administrator	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue