

Bastrop Independent School District
Colorado River Collegiate Academy
2019-2020



Colorado River Collegiate Academy
Creating Ability Through Effort

Mission Statement

We provide all of our students with the opportunity and educational foundation to pave the path to university success by earning an associates degree upon graduation from high school.

Vision

We envision a successful future in academia for all of our students, sustained by the foundation of an excellent high school education.

Value Statement

- CRCA's core values:
 - We will respect the learning process.
 - We will exhibit professionalism at all times.
 - We will encourage parental and community involvement.
- We will support the collaborative efforts of Bastrop ISD and Austin Community College.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographic breakdown of our 10th, 11th and 12th grade students is as follows:

- 57% Economically Disadvantaged
- 39% At Risk
- 1.4% LEP
- 2% SPED
- 74% Hispanic
- 24% White
- 2% Asian
- 2% African American
- 1% Two or more races

The demographic breakdown of our new class of 9th graders is as follows (based on their classifications as 8th graders)*:

- 47% Economically Disadvantaged
- 41% At Risk
- 9.2% ELL
- 4% SPED
- 58% Hispanic
- 35.5% White
- 4% African American
- 2.5% Asian American
- 51.3% Male

*It is critical to note the demographics of the recruitment class, at the time they were recruited to CRCA. In the ECHS Blueprint, Benchmark #1, CRCA is beholden to targeting under served populations in colleges and universities. We also must target economically disadvantaged students.

Demographics Strengths

The demographic strengths of the CRCA student body, 9th through 11th grade, lie in its linguistic, racial, ethnic and SES diversity. Creating an academically high achieving student body, through recruitment efforts, that exceeds the Bastrop Independent School District's in the specific indices of the ECHS Blueprint, Benchmark #1 - Target Population, ensures CRCA's adherence to its core mission and reason for existence.

Student Achievement

Student Achievement Summary

There will always be student achievement needs until all CRCA students; achieve 100% mastery of the TEKS, are TSI compliant in reading, writing and math and earn all college and high school credits necessary for graduation from both CRCA and ACC.

1. 100% of CRCA 10th, 11th and 12th grade students are TSI compliant in reading and writing.
2. 93% of CRCA 12th grade students are TSI compliant in mathematics (3 students are not). 78% of CRCA 11th grade students are TSI compliant in mathematics (11 students are not). 65% of CRCA 10th grade students are compliant in mathematics (19 are not).
3. CRCA students had a 85% Successful Course Completion Rate in the Fall of 2018. Data compiled by Austin Community College.
4. CRCA students had a 89% Successful Course Completion Rate in the Spring of 2019. Date compiled by Austin Community College.
5. CRCA students had a 73% Successful Course Completion Rate in the Summer of 2019. Date compiled by Austin Community College.
6. CRCA students had a 86% Successful Course Completion Rate for the 2018-19 school year (840 out of 977 enrollments were A, B or C). Data compiled by Austin Community College.
6. Three students did not meet the approach grade level mark on the 2018-19 STAAR EOC E1. Two of these students met the standard in the summer testing.
7. One student did not meet the approach grade level mark on the 2018-19 STAAR EOC E2. The student met the standard in the summer testing.
8. 100% of our students met the approach grade level standard on the 2018-19 STAAR EOC A1, BI, and US exams.

Student Achievement Strengths

CRCA earned a STAR Recognition from ERP and was named an honor roll school. CRCA student TSI compliance in reading and writing is a noted strength. Upperclassman TSI compliance in mathematics is a noted strength. The successful course completion rate, a statistic generated by Austin Community College, is calculated by dividing all of the course completions of an A, B or C by the total enrollment.

Fall 2019 PSAT mean for the class of 2021 was 1043.

Class of 2020 SAT mean (current) 1111.

In the area of state accountability, noted strengths were (distinctions):

1. Top 25% in Academic Growth
2. Top 25% in Closing the Gaps
3. Top 25% in Post Secondary Readiness
4. Math
5. Social Studies

The Class of 2018 earned 31 Associate Degrees.

The Class of 2019 earned 33 Associate Degrees.

School Culture and Climate

School Culture and Climate Summary

Key data points in analyzing our school's culture and climate are:

- CRCA's ADA for the 2018-19 school year was 96%.
- There were no placements for ISS during the 2018-19 school year.
- 4 students were suspended (out of school) for a total of 8 days (aggregate days of missed instruction).
- There were two placements at DAEP during the 2018-19 school year.

While students give up participation in UIL Athletics and Fine Arts in order to attend CRCA, they do not live a cloistered life while at school. SUSO (Speak Up, Speak Out), STUCO and NHS are the high profile student organizations at CRCA. CRCA students also participate in Student Life, an ACC student organization. CRCA also held a student dance on 12/9/18 in our cafeteria. We also held our Prom, at McKinney Roughs, on 5/14/19. The Summer Bridge Program, for all rising 9th graders, was held 6/11-21/19. A TSI Fish Camp, for reading and writing, was held 8/7-10/19.

School Culture and Climate Strengths

CRCA's ADA is one of the primary factor's in our students' academic achievement and success. We have combined high attendance to school with minimal disruption to each student's academic program. The 9th grade PLC that meets each morning, Monday through Thursday, discusses, decides on and implements interventions for students who are struggling in academics and behavior. CRCA does not have an in school suspension area. The administration at CRCA uses restorative practices in disciplinary situations with the intent and effect of minimizing the student's time out of instruction. Simply put, our students are not out of the classroom for discipline reasons.

Beginning the 10th grade year, students are placed in a College Prep Advisory class and remain with that teacher the duration of their high school career. CRCA has two levels of CPA in the 2018-19 school year. We have also added a College Access Specialist to our staff and she has created a GO Center.

CRCA has been recognized as a National Mix It Up model school. Mix It Up is a national program that is "dedicated to reducing prejudice, improving inter-group relations and supporting equitable school experiences for our nation's children."

CRCA has also been recognized by US News and World Report, Best High Schools, with a National Bronze Medal, two years in a row (2017 and 2018). CRCA was recognized by ERP as a high poverty, high performing school in 2019.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at the Colorado River Collegiate Academy consists of:

- 3 ELA Teachers - all have MAs and two are adjuncts for ACC
- 3 Math Teachers - one has an MS
- 2 Science Teachers - one MSs and one PhD
- 3 Social Science Teachers - two have MAs, one is a PhD and two are adjuncts for ACC
- 1 College Access Specialist
- 1 Counselor

All of our teachers are highly qualified. CRCA lost four teachers this past year. One left to north Texas when her husband relocated. Another moved to Maine. Two teachers were promoted within the district. CRCA also relies on adjuncts at the ACC Elgin campus and has no say in who they are.

Staff Quality, Recruitment, and Retention Strengths

All CRCA teachers are trained in Capturing Kids Hearts and use the Flippin approach to classroom management. Eight of our twelve teachers are ESL certified and the four who are not are actively working on the certification. Five of our teachers are ACC adjuncts. One of our ELA teachers and one science teacher have participated in extensive NIMSI training. All three math teachers are CMAT trained and one social studies teacher has attended an Advanced Placement summer institute and was a reader for the AP World History exam this past summer. CRCA has a College Access Specialist who, in addition to monitoring the students at ACC four days a week, is actively working on the students' transition from high school and community college to university.

The CRCA teaching staff mirrors the diversity of our student body. Our teachers have an international flair, coming from the UK, Mexico, Rwanda and Chile as well as all parts of Texas. The CRCA administrative staff employs a unique interview protocol in recommending new staff members for hire.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CRCA students in the tested areas of the curriculum, participate in the BISD academic targets and mock EOC assessments. CRCA district assessment data follows:

- Eng 1 AT - 80/33/5
- Eng 1 MEOC - 95/85/20
- Eng 2 AT - 78/51/0
- Eng 2 MEOC - 94/88/13
- US AT - Did not participate because of the scope and sequence of HIST 1301 at ACC
- US MEOC - 98/78/38
- Alg 1 AT - 100/92/37
- Alg 1 MEOC - 100/72/48
- Bio AT - 97/61/12
- Bio MEOC - 98/83/37

As an Early College High School, CRCA shares responsibility in curriculum and instruction with its IHE (Institute of Higher Education) partner, ACC. CRCA's crosswalk of dual credit courses is:

Year/Grade Level	PEIMS Course #	High School Course Name	High School Credits	TCCN #	College Course Name	College Hours	Dual Credit Course Type*
Year 1/Grade 9	03270100	College Readiness and Study Skills	0.5	EDUC 1300	Effective Learning: Strategies for College Success		IHE Staff; In Person
Total Year 1/Grade 9			0.5				3
Year 2/Grade 10	03250100	Theatre Arts 1	1	DRAM 1310	Introduction to Theatre		IHE Staff; In Person

Year/Grade Level	PEIMS Course #	High School Course Name	High School Credits	TCCN #	College Course Name	College Hours	Dual Credit Course Type*	
Year 2/Grade 10	1003440100	Spanish 1		1SPAN 1411	Spanish 1		IHE 4Staff; In Person	
Year 2/Grade 10	1003240900	Public Speaking 1		1SPCH 1315	Public Speaking		IHE 3Staff; In Person	
Year 2/Grade 10	1003440200	Spanish 2		1SPAN 1412	Spanish 2		IHE 4Staff; In Person	
Total Year 2/Grade 10			4			14		
Year 3/Grade 11	1103220300	English 3 (A)	0.5	ENGL 1301	English Composition 1		IHE 3Staff; In Person	
Year 3/Grade 11	1103380002	Special Topics in Social Studies	0.5	HIST 1301	United States History 1		IHE 3Staff; In Person	
Year 3/Grade 11	1103220300	Spanish 3		1SPAN 2311	Spanish 3		IHE 3Staff; In Person	*MATH 1314 (College Algebra)
Year 3/Grade 11	1103220300	English 3 (B)	0.5	ENGL 1302	English Composition 2		IHE 3Staff; In Person	
Year 3/Grade 11	1103340100	US History Studies Since 1877	1	HIST 1302	United States History 2		IHE 3Staff; In Person	
Year 3/Grade 11	1103370100	Sociology	0.5	SOCI 1301	Introduction to Sociology		IHE 3Staff; In Person	*MATH 1316 (Trigonometry)
Total Year 3/Grade 11			4			18		

Year/Grade Level	PEIMS Course #	High School Course Name	High School Credits	TCCN #	College Course Name	College Hours	Dual Credit Course Type*
Year 4/Grade 12	03220400	English 4		1ENGL 2322	British Literature 1	3	Staff; In Person IHE
Year 4/Grade 12	03330100	United States Government	0.5	GOVT 2305	United States Government	3	Staff; In Person IHE
Year 4/Grade 12	03020000	Environmental Science		1BIOL 1408	Biology	4	Staff; In Person IHE
Year 4/Grade 12	13016900	Statistics and Business Decision Making	1	MATH 1332	College Mathematics	3	Staff; In Person IHE *MATH 2412 (Pre-calculus)
Year 4/Grade 12	033350100	Psychology	0.5	PSYC 2301	Introduction to Psychology	3	Staff; In Person IHE
Year 4/Grade 12	033380022	Special Topics in Social Studies	0.5	GOVT 2306	Texas State and Local Government	3	Staff; In Person IHE
Year 4/Grade 12	03020000	Earth and Space Science		1BIOL1309	Life on Earth	3	Staff; In Person IHE *MATH 2413 (Calculus 1)
Year 4/Grade 12	033310300	Economics	0.5	ECON 2301	Principles of Macroeconomics	3	Staff; In Person IHE
Year 4/Grade 12			0.5				Staff; In Person IHE
Total Year 4/Grade 12			6				25 Staff; In Person IHE
Degree Plan Total			14.5				60

Curriculum, Instruction, and Assessment Strengths

Early college high schools use a common instructional framework with a core of six instructional strategies. The academic success of students in ECHS, throughout Texas and the United States, is due to the intentional use of these strategies in the instructional delivery. Classrooms of profound teaching and learning, focused on a college preparatory curriculum, are created through the use of the common instructional framework. These strategies allow all students to access content, at rigorous levels, and enable our students to meet the college readiness standards. The use of the six strategies unequivocally empowers CRCA students, placing them in actively directing their learning. The strategies employed in CRCA classrooms are; collaborative group work, writing to learn, scaffolding, questioning, classroom talk and literacy groups.

Parent and Community Engagement

Parent and Community Engagement Summary

During the 2018-19 school year, CRCA held the following parent information nights:

- Grade level meetings with parents 9th (9/10), 10th (9/12), 11th (9/17), 12th (9/19)
- Parent Information and Recruitment Night for prospective students- 11/8, 11/10, 11/14 (@ CCMS), 2/7, 2/16, 3/2, 3/7
- Student/Parent Acceptance Night - 5/20
- Open House - 9/12
- PTSA Meetings 9/19, 11/28,
- PSAT Parent Information Night- 5/24, 5/25
- Generation Citizen Community Action Projects Presentation at the Bob Bullock Museum 5/17

Bilingual support is provided at all parent meetings. In addition to the parent meetings, the CRCA Counselor meets with every rising 9th grade parent to discuss and sign off on their student's four year plan and endorsement.

CRCA's website is kept up to date and contains important links for our college going clientele.

Parent and Community Engagement Strengths

CRCA parent meetings are well attended. The upperclassmen at CRCA participate in recruitment of younger students at Bastrop and Cedar Creek Middle Schools. Our students also participate in the annual Back to School Bash, hosted at Memorial Stadium in July. CRCA's student group, SUSO, conducted two community wide service projects during the 2018-19 school year and our NHS also conducted a service project. We continue the recycling program established three years ago.

School Context and Organization

School Context and Organization Summary

Instruction and guarding the time our students spend in the academic core are key drivers in the success of CRCA. To that end, the following are important considerations in determining our context and organization:

- 9th grade PLC meets Monday - Thursday from 8:40 to 9:30 in the morning.
- Whole school PLC meets on Fridays from 8:00 to 8:40 in the morning.
- Teachers do not have duty stations. They are in their classrooms with students.
- The Principal assumed all of the duty assignments before and after school as well as at lunch.
- The master schedule is designed by the Principal and mitigates the disruption the CCHS shuttle has on the academic day of the students. No core academic classes are held before 9:30 in the morning or after 3:40 in the evening.
- The schedule of ACC classes is determined by the Principal and the IHE Liaison. No ACC course begins before 9:30 and all end before 2:00 in the afternoon so that our students are able to make the CCHS shuttle home.
- Intervention Fridays are scheduled in a manner to maximize student time in the class/content they need the most work with. To that end the principal schedules all students for their Friday classes.
- After school tutorials are held and the students access the Beyond the Bell bus at 6:00 in the evening in order to get home.
- An end of the year design team meeting of the entire staff is held annually to determine the effectiveness of CRCA's systems and make refinements.
- TSI testing is conducted in a manner so as to avoid disrupting teaching and learning. Most testing is conducted on Saturdays.
- CRCA has a proscribed recruitment process for 8th and 9th grade students.
- Weekly, informal meetings with the principal began in the Spring. Faculty attended as they saw fit.

School Context and Organization Strengths

CRCA's organization and structures maximize time spent on teaching and learning while efficiently accommodating the myriad of ancillary tasks necessary in running an early college high school. Although each teacher at the Colorado River Collegiate Academy is the only teacher of the course at the school, our commitment to the PLC process is unmatched. The Colorado River Collegiate Academy received 'Full Designation' from TEA beginning in the 2017-18 school year. As an ECHS, CRCA and BISD must apply for re-designation from TEA each year. The 'Full Designation' label means that CRCA has met the objectives of each of the six benchmarks in the ECHS Blueprint and does not require additional oversight from TEA in its operations.

CRCA earned national recognition from US News and World Report in 2017 and 2018.

Technology

Technology Summary

Important considerations in determining the state of technology and its use at CRCA during the 2018-19 school year are:

- There is a 1:1 laptop to student ratio.
- Students use Schoology (LMS) routinely in ELA.
- Google Classroom is widely used in social studies and mathematics.
- Students attending ACC use Blackboard in all classes.
- All CRCA classrooms have an interactive projector and ELMO.
- CRCA has developed a Biology and a Chemistry Lab from scratch.
- CRCA is a tech friendly campus and students are allowed to use their own technology during the instructional day.
- All state testing is conducted electronically, unless mandated otherwise by a student's ARD or 504 staffing.
- CRCA students participated in a Google Discovery/Explorations event.
- CRCA students have begun to access courses through TxVSN and ACC Online.

Technology Strengths

CRCA is the focal point in Bastrop ISD in the development of a blended learning environment. Our students interact with their ACC adjuncts and CRCA teachers in both the physical and cyber realm. Blackboard, the LMS employed by ACC faculty, is replaced by Schoology when the students are working with their CRCA teachers. Google docs and sheets are routinely used by the CRCA students in their social studies and ELA classes at CRCA.





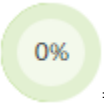

Goals

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: By June 2020, BISD will increase safety training opportunities within the district by 5%.

Evaluation Data Source(s) 1: BISD Police Dept. documentation, Safe Schools Audits

Summative Evaluation 1:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) CRCA staff will participate in campus drills and invite city and county officials to participate in these drills. (1A)	The assistant principal will schedule the drills and maintain a log of their completion.	CRCA will be prepared in the event of an emergency.				
2) CRCA administrators and counselors will attend district training in emergency response and create a campus safety team. (1A)	The training will be monitored at the district level. The campus safety team will be organized by the assistant principal.	CRCA will be prepared in the event of an emergency.				
 = Accomplished  = Continue/Modify  = No Progress  = 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 2020, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

Evaluation Data Source(s) 2: PEIMS discipline data (current & longitudinal)

Summative Evaluation 2:




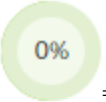

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) The principal and assistant principal will discuss all discipline infractions and agree on coding.	Principal	Alignment of coding between administrators at CRCA.				
2) The assistant principal will advise the principal of all district changes in regards to discipline coding.	Assistant Principal	Alignment of coding to district expectations.				
 = Accomplished  = Continue/Modify  = No Progress  = 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 2020, 100% of staff will be trained in trauma, sexual abuse, human trafficking, and other maltreatment of children.

Evaluation Data Source(s) 3: Trauma Training agendas, sign-ins (August & Monthly Faculty Mtgs) & Safe Schools Audits

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All CRCA staff will attend the Trauma Informed Schools Training during the district PD week to start school.	Principal and Assistant Principal	Completion of training.				
 = Accomplished  = Continue/Modify  = No Progress  = 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 4: By June 2020, 100% of campuses will have conducted threat assessments with ongoing training and implementation of emergency operations plans.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) CRCA staff will participate in a district training, The Civilian Response to Active Shooter Events (CRASE), on October 14.	Principal and Assistant Principal	Staff will be trained.				
= Accomplished = Continue/Modify = No Progress = 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 5: By June 2020, CRCA will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%.

Evaluation Data Source(s) 5: 2019-2020 end-of-year discipline data

Summative Evaluation 5:

Strategy Description	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 = No Progress = 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 2020, 85% of Kinder-8th grade students will make one years growth in their reading level.










By June 2020, STAAR EOC ELA will increase student performance at Meets by 5%.






- English I (36% to 41%)
- English II (41% to 46%)

Evaluation Data Source(s) 1: Benchmark Assessment System (BAS), Istation & 2020 STAAR EOC Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All CRCA students are scheduled into Friday tutorial classes based on their academic needs. The Friday classes are intervention and extension support classes, tailored to the individual needs of the students.	The principal creates each CRCA student's Friday schedule (based on testing data). The counselor loads the schedules into Skyward. The academic core teachers teach the classes.	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are: English 1 EOC - 100/80/25 English 2 EOC - 100/80/25 Algebra 1 EOC - 100/80/45 Biology EOC - 100/90/45 US History EOC - 100/90/60				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
2) All CRCA teachers will enact a mandatory tutorial for students whose grades fall below an 80. English 1, English 2, Biology, Algebra 1 and US History teachers will require tutorials for students performing below the satisfactory mark on district assessments. Students who require transportation after school will access the late bus from the BTB After School Program.	Academic core teachers will run the tutorials before and after school.	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are: English 1 EOC - 100/80/25 English 2 EOC - 100/80/25 Algebra 1 EOC - 100/80/45 Biology EOC - 100/90/45 US History EOC - 100/90/60				
3) A zero period RTI is built into every student's schedule. Zero period is 3:40 to 4:10 each day.	The counselor has scheduled all of the students. Each teacher is on duty and has a section.	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are: English 1 EOC - 100/80/25 English 2 EOC - 100/80/25 Algebra 1 EOC - 100/80/45 Biology EOC - 100/90/45 US History EOC - 100/90/60				
4) The required training of teachers for evaluation and appraisal in TTESS will be conducted on August 31, 2019.	The campus will use the online TTESS Cube training and documentation of teacher completion will be kept by the TTESS appraisers.	Teachers will know the TTESS timeline, process and their responsibilities regarding the evaluation.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
5) All CRCA teachers will participate in the goal setting, pre-conference, formal observation, lesson reflection, post and summative conference cycles of TTESS during the 2019-20 school year.	The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. All parts of the process will be contained in Eduphoria. Electronic signatures will signify completion.	Implementation of the TTESS process will improve each teacher's skills inside the classroom.				
6) Walkthrough evaluations will be conducted in an effort to increase instructional effectiveness, teacher understanding of the TTESS rubric and student achievement.	The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. Walkthrough evaluations will be documented in Eduphoria and electronic signatures will signify the teachers' receipt of the appraisals.	Each teacher's understanding of the TTESS rubric will increase over the school year.				
7) Each administrator will conduct five walkthroughs a week.	The principal and assistant principal are responsible for conducting campus walkthroughs.	Walkthrough evaluations will be documented and signed for in Eduphoria and the C&I Google Form.				



= Accomplished



= Continue/Modify



= No Progress



= 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 2020, BISD will increase :

Special Education Meets Student Performance :

-Reading (11% to 15 %) & Math (15% to 20%)

English Learner Meets Student Performance:




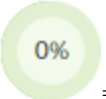

-Reading (20% to 25%) & Math (32% to 40%)

Overall Student Progress Performance:

-Reading (62% to 70%) & Math (62% to 75%)

Evaluation Data Source(s) 2: 2020 STAAR results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) English Learners and special education students attending CRCA access the same academic supports as the rest of the student body. These supports are augmented by their individual accommodations per their LPAC and IEP directives.	The principal is the testing coordinator and insures that accommodations are provided for.	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are: English 1 EOC - 100/80/25 English 2 EOC - 100/80/25 Algebra 1 EOC - 100/80/45 Biology EOC - 100/90/45 US History EOC - 100/90/60				
 = Accomplished  = Continue/Modify  = No Progress  = 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 2020, BISD will increase the overall Student Performance at Meets by 9% (37% to 46%) & Masters by 5% (15% to 20%).

Math - Meets (39% to 46%) Masters (18% to 23%)

Reading - Meets (34% to 44%) Masters (12% to 17%)




Writing - Meets (22% to 31%) Masters (5% to 10%)










Science - Meets (44% to 51%) Masters (17% to 22%)





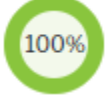


Social Studies - Meets (44% to 50%) Masters (25% to 30%)





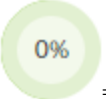

Evaluation Data Source(s) 3: 2020 STAAR Results

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) All CRCA students are scheduled into Friday tutorial classes based on their academic needs. The Friday classes are intervention and extension support classes, tailored to the individual needs of the students.	The principal creates each CRCA student's Friday schedule (based on testing data). The counselor loads the schedules into Skyward. The academic core teachers teach the classes.	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are: English 1 EOC - 100/80/25 English 2 EOC - 100/80/25 Algebra 1 EOC - 100/80/45 Biology EOC - 100/90/45 US History EOC - 100/90/60				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
2) All CRCA teachers will enact a mandatory tutorial for students whose grades fall below an 80. English 1, English 2, Biology, Algebra 1 and US History teachers will require tutorials for students performing below the satisfactory mark on district assessments. Students who require transportation after school will access the late bus from the BTB After School Program.	Academic core teachers will run the tutorials before and after school.	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are: English 1 EOC - 100/80/25 English 2 EOC - 100/80/25 Algebra 1 EOC - 100/80/45 Biology EOC - 100/90/45 US History EOC - 100/90/60				
3) All CRCA 11th grade students will take a US History course at CRCA that mirrors HIST 1301/1302 at ACC. The instructor for ACC HIST 1302 will be a CRCA teacher who will also run the Friday intervention on campus. CRCA 11th grade students take HIST 1301/1302 at ACC Elgin.	The 11th grade social studies teacher is responsible for teaching the course. The principal schedules the students in the course.	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are: English 1 EOC - 100/80/25 English 2 EOC - 100/80/25 Algebra 1 EOC - 100/80/45 Biology EOC - 100/90/45 US History EOC - 100/90/60				
4) A zero period RTI is built into every student's schedule. Zero period is 3:40 to 4:10 each day.	The counselor has scheduled all of the students. Each teacher is on duty and has a section.	Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are: English 1 EOC - 100/80/25 English 2 EOC - 100/80/25 Algebra 1 EOC - 100/80/45 Biology EOC - 100/90/45 US History EOC - 100/90/60				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
5) CRCA will continue to increase the number of students taking AP exams in World History, US History, Spanish Language, English Language, English Literature and AB Calculus.	The principal will ensure that the required number of exams are ordered and the students sit for these tests.	CRCA will earn the distinction in ELA, math and social studies and our College Readiness measure in the USNWR Best High Schools in America report will increase.				
6) The required training of teachers for evaluation and appraisal in TTESS will be conducted on August 31, 2019.	The principal will conduct the training. A sign in sheet will be kept, documenting the training.	Teachers will know the TTESS timeline, process and their responsibilities regarding the evaluation.				
7) All CRCA teachers will participate in the goal setting, pre-conference, formal observation, lesson reflection, post and summative conference cycles of TTESS during the 2019-20 school year.	The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. All parts of the process will be contained in Eduphoria. Electronic signatures will signify completion.	Implementation of the TTESS process will improve each teacher's skills inside the classroom.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
8) Walkthrough evaluations will be conducted in an effort to increase instructional effectiveness, teacher understanding of the TTESS rubric and student achievement.	The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. Walkthrough evaluations will be documented in Eduphoria and electronic signatures will signify the teachers' receipt of the appraisals.	Each teacher's understanding of the TTESS rubric will increase over the school year.				
9) Each administrator will conduct five walkthroughs a week.	The principal and assistant principal are responsible for conducting campus walkthroughs.	Walkthrough evaluations will be documented and signed for in Eduphoria and the C&I Google Form.				
 = Accomplished  = Continue/Modify  = No Progress  = 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 2020, 100% of BISD administrators, instructional coaches & teacher leaders will be trained in collaborative PLC work.

Evaluation Data Source(s) 4:

Summative Evaluation 4:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) The CRCA 9th grade team will meet in PLC, Monday - Thursday, from 8:40 to 9:30. The PLC will determine student interventions, conduct parent contact, review assessment data and make recommendations to the school's administrative staff regarding the 9th grade students and their individual needs.	The CRCA assistant principal will monitor the 9th grade PLC.	Domains 1-3 in the state accountability system will provide the documentation of whether the 9th grade PLC was successful.				
2) The four CRCA teachers who are currently not ESL certified, will obtain their certification by August 1, 2019.	The CRCA principal is charged with monitoring teacher credentials.	All four of the teachers not currently ESL certified will successfully test and attach the credential to their certificate by August 1, 2019.				
3) CRCA administration will grow its own Austin Community College adjunct instructors. Teachers who are SACS (Southern Association of Colleges and Schools) certified are given preference in staffing positions at CRCA. SACS certified teachers are motivated to apply at ACC. ACC is very receptive to accepting our teachers. All who have gone through the process have become adjuncts.	The principal and IHE liaison are responsible for guiding teachers through the process.	At the end of the 2019-20 school year, CRCA will have the following adjuncts on staff: 1. One EDUC 1300 instructor 2. One BIOL 1408 instructor 3. Two ENGL 1301/1302 instructors 4. Two ENGL 2322 instructor 5. One HIST 1301/1302 instructor				
= Accomplished = Continue/Modify = No Progress = Discontinue						

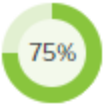




Goal 2: We will create an outstanding learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills and postsecondary pathways. (SG 1 & SG3)






Performance Objective 5: By June 2020, BISD will increase the percent of graduates meeting College, Career & Military Readiness by 5% (58% to 63%)




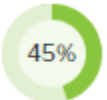




Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Four sections of TSI math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 350 on the math TSI. The math instructors will teach the course using resources from KNOWSYS.	The principal will monitor the conduct of the TSI course. The students assigned to TSI math will remain in the course for the duration of the year. After making the cut score, students will work on improving their PSAT math score.	A minimum of 12 10th graders that are currently not TSI compliant in mathematics will be by the end of the 2019-20 school year.				
2) The 19 students from the 10th grade will take the math TSI on 11/15. Subsequent testing dates will be 12/7, 12/14, 1/25, 2/1 and 2/8 for students who need to make the cut. More Saturday dates will be added through the spring.	The principal will monitor the conduct of the TSI course.	A minimum of 12 10th graders that are currently not TSI compliant in mathematics will be by the end of the 2019-20 school year.				
3) All 9th grade students will be scheduled into a TSI prep course, taught by the English 2 and English 4 teachers. Students will be moved out of the course immediately upon meeting the college readiness standard of 351 in reading and 340/4 on writing (or a 5 on the essay). The English 2 teacher is ESL certified and will use explicit instruction in reading and writing.	The principal will monitor the conduct of the TSI course. The counselor will be responsible for moving students out of the TSI course immediately after the student masters the TSI reading and writing exams.	100% of the students in the Class of 2023 will make the writing cut score by the end of the 1st semester. 90% of the Class of 2023 will meet the reading cut score by the end of the 1st semester.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
4) 1. CRCA is a TSI testing site. TSI testing will occur in three tiers. 9th grade students will be tested August 7-8, September 5, October 2-3 in writing (first) and reading (second). The TSI will be offered on 9/28, 10/5, 10/12, 10/19, 10/26, 11/2, 11/9, 11/16, 12/7, 12/14, 1/11, 1/18, 1/25 and 2/1 for students who need to make the cut. Additional testing dates will be scheduled in the spring semester, on Saturdays, if they are needed.	The principal, assistant principal, counselor and college access specialist will be trained as proctors and conduct all testing.	100% of the students in the Class of 2023 will make the writing cut score by the end of the 1st semester. 90% of the Class of 2023 will meet the reading cut score by the end of the 1st semester.				
5) Implement, monitor and provide instructional feedback on the TSI reading and writing program employed at CRCA.	The English 2 and Creative Writing teachers will organize materials, create the curriculum and teach the ELA TSI prep courses. The principal and assistant principal will provide instructional feedback. The class of 9th graders will be monitored by the teacher, administrators and counselor at CRCA.	100% of the students in the Class of 2023 will make the writing cut score by the end of the 1st semester. 90% of the Class of 2023 will meet the reading cut score by the end of the 1st semester.				
6) Six sections of TSI math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 350 on the math TSI. The math instructors will teach the course using resources from KNOWSYS.	The principal will monitor the conduct of the TSI course. The counselor will be responsible for moving students out of the TSI course immediately after the student masters the TSI math exam.	The 13 students (1 senior and 12 juniors) that were not TSI compliant in mathematics at the start of the 2018-19 school year, will be by the end of the first semester.				
7) All 9th grade students who are TSI compliant in reading and writing by the start of the Spring Semester will be enrolled in the EDUC 1300 course. The course is designed to teach study skills and those 'soft' skills students require to be successful in a college course.	EDUC 1300 instructor will teach the course and the assistant principal will monitor it.	100% of the enrolled students will complete the course with an A, B or C grade.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
8) All 10th and 11th grade students will be placed in a College Prep Advisory class. Lessons for the class will be orchestrated by the College Access Specialist and disseminated to the section teachers. Section teachers will employ an electronic grade check/reflection system designed by CRCA teachers. College Prep Advisory teachers are empowered to assign students to tutorials for ACC courses where the grade is below an 80. Input from ACC (Early Alert System) will also be used to track students in academic trouble.	The College Access Specialist and College Prep Advisory Teachers conduct this support class. The CRCA Counselor monitors the Early Alert program the instructors from ACC are supposed to interact with.	90% of the ACC courses taken by CRCA students will have a grade of A, B or C by the end of each semester..				
9) All 10th grade ACC students will be assigned to a SPAN 1411 and SPAN 1412 tutorial at CRCA. The tutorial class is taught by the CRCA Spanish teacher and is a support class.	The CRCA Spanish teacher will run the support class.	All CRCA 10th graders taking Spanish 1411 will earn a grade of C or higher, enabling them to enroll in SPAN 1412 in the Spring. All CRCA 10th graders in ACC SPAN 1412 will earn a C or higher allowing them to use the course in their associate's plan.				
10) 11th grade ACC students taking MATH 1314 or 1414/2412 will take Algebra 2 or Pre-Calculus at CRCA. They will also be placed in an RTI tutorial period with their CRCA math teacher. 12th grade students taking an ACC math course for their associates will take either MATH 1314 or MATH 1332.	The Algebra 2/Pre-Calculus teacher is responsible for the support of the MATH 1314/1414-2412/1332 students.	All 48 students in MATH 1314, 1414/2412 and 1332 will earn a C or higher in the courses.				
11) 11th grade ACC students will take a Friday ENGL 1301 and 1302 tutorial class on Fridays. This tutorial is a support class, taught by the ACC adjunct, for Comp 1 and 2.	ACC ENGL 1301/1302 adjunct is also an ELA teacher for CRCA. He will conduct the support class.	All CRCA 11th grade students will earn a C or higher for ENGL 1301 and ENGL 1302.				
12) The 15 CRCA seniors enrolled in MATH 2412 (Fall) and MATH 2413 (Spring) will receive tutoring on demand on Fridays.	The Algebra 2/Pre-Calculus teacher is responsible for supporting the 2412/2413 students.	CRCA will graduate at least 12 students in 2020 who have completed Calculus 1 at ACC.				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
13) CRCA students enrolled in ACC courses during the summer session will have their progress monitored by CRCA administrators and counselors. A check in system, including logging into the students' Blackboard accounts, will be devised and implemented.	The CRCA counselor and/or assistant principal will be responsible for the summer monitoring system when the principal is on break. The principal will be responsible for the progress monitoring during summer.	The successful completion rate of courses will increase during the summer session.				
Funding Sources: 199 - General Fund - 0.00						
14) The 14 students from the 11th and 12th grades will take the math TSI on 9/13. Subsequent testing dates will be 9/27, 10/11, 10/25, 11/8, 11/22, 12/7, 12/14, 1/11, 1/18, 1/25 and 2/1 for students who need to make the cut.	The principal, assistant principal, counselor and college access specialist will be trained as proctors and conduct all testing.	The 13 students that were not TSI compliant in mathematics at the start of the 2018-19 school year, will be by the end of the second semester.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						











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










Performance Objective 1: By June 2020, we will increase communication with internal and external users by at least 25% through promoting student and staff success, building trust, and strengthening the district's brand and message.

Evaluation Data Source(s) 1: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) CRCA will continue and expand its recruitment program directed at the 8th grade students who attend school at BMS and CCMS. Large group presentations by the CRCA principal and students will be augmented by conversations and recruiting in small group settings (at lunch, before and after school).	The CRCA principal and selected students are responsible for the large group presentations. The CRCA counselor and selected students will run the small group outreach.	80 or more applications will be submitted by Spring Break, 2020.				
2) CRCA administrators and counselors will increase the level of communication with the middle school administrators and counselors in the recruiting effort.	The assistant principal at CRCA will coordinate communication between the three schools.	80 or more applications will be submitted by Spring Break, 2020.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
3) The due date on the applications for the new CRCA students will be March 27, 2020.	The principal at CRCA is responsible for pushing the due date back. The middle school administrators and counselors will be tasked with communicating this change at the campus level.	80 or more applications will be submitted by Spring Break, 2020.				
4) The campus Webmaster will oversee all aspects of CRCA's virtual world outreach, consolidating the existing Facebook pages, Twitter accounts and other means CRCA employs in cyberspace.	The campus TIG is responsible for CRCA's electronic footprint. The assistant principal will monitor the webmaster.	Our electronic presence will be consolidated and cohesive.				
5) The Owls Abroad Program will conduct its third overseas trip to Japan during Spring Break 2021.	The Owls Abroad sponsor and CRCA counselor will be chaperoning the trip.	Fifteen or more CRCA students will commit to participate in the 2021 trip.				
6) The Speak Up, Speak Out student group (SUSO) will conduct a fall and spring service learning project and enter the project in the SUSO competition run by the Annette Strauss Institute for Civic Life at the University of Texas.	The SUSO sponsor is responsible for leading the organization in the projects.	Documentation of SUSO's success in the projects will be evinced by its place in the fall and spring competitions.				
7) The NHS chapter at CRCA will document two major service learning projects over the school year.	The NHS sponsor is responsible for monitoring the organization's work.	Documentation of the NHS service learning projects will be noted in its annual report to principal.				
8) The Class of 2021 will host CRCA's third Prom in the Spring.	The Student Council Sponsor has taken on the role of organizing Prom.	The dance is held and the students attend.				






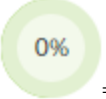

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
9) STUCO will conduct two service learning projects over the course of the 2019-20 school year.	The STUCO sponsor is responsible for monitoring the group's endeavors.	Documentation of the STUCO service learning projects will be noted in its annual report to principal.				
10) CRCA will hold a pep rally at the beginning of each semester. Registration for school clubs, activities and events will occur during the pep rally. Celebrations of academic achievement will occur during the spring semester pep rally.	The College Access Specialist will organize the pep rallies.	CRCA student life will improve.				
11) CRCA 10th, 11th and 12th grade students will have the opportunity to join ACC Student Life club. 11th and 12th grade students will have the opportunity to join the ACC Book Club.	The College Access Specialist will show the students how to access Student Life and the Book Club.	CRCA student life will improve.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 2: By June 2020, BISD will expand the number of community and business partnerships with BISD by 20%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:



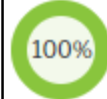



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) CRCA will participate in We Believe in BISD.	Principal	CRCA will host the We Believe in BISD team.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						










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






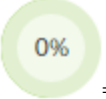

Performance Objective 3: By June 2020, BISD will increase the number of needs-driven district-based family & parent engagement activities by 5% to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Source(s) 3: Campus/District parent engagement activity sign-ins, agendas.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Grade level parent meetings will be scheduled, advertised and held by September 20, 2019. The fall meetings will cover the campus handbook, SAP and dealing with student stress. Meetings will be in English and Spanish.	The CRCA principal will select the dates of the meetings. The counselor will conduct the advertisement and both will participate in the presentation of the meetings. The counselor will provide support in Spanish.	A sign in sheet will be kept for all the meetings.				
2) A spring meeting will be held for the parents with students in the 11th grade. The focus will be FAFSA and university admissions.	The College Access Specialist and the CRCA Counselor are charged with the FAFSA/University Admissions meeting. The counselor will provide support in Spanish.	A sign in sheet will be kept for all the meetings.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
3) Parent recruitment nights will be held in the fall, one week after the recruitment presentations at BMS and CCMS. Parent recruitment nights will be held in the spring for the parents of 9th graders at BHS and CCHS who are considering attending CRCA as 10th grader students. The acceptance night for rising ninth grade students will be held in May. PSAT nights will be held in May.	The CRCA principal is charged with organizing all meetings. The counselor will provide support in Spanish. The assistant principal and CAS will be co-presenters.	A sign in sheet will be kept for all the meetings.				
4) CRCA will begin a Future Flyers program aimed at recruiting students in the 5th, 6th and 7th grades. Future Flyers will involve current CRCA students in mentoring relationships with the younger students as well as the production of a video to promote the ECHS program in BISD. The video will be produced in both English and Spanish.	Future Flyers will be monitored by the campus TIG, assistant principal and principal.	The success of the Future Flyers program will be measured by the actual production of the video and campus visits to 5th, 6th and 7th grade classes. Whether this program is a long term success or not will be measured by the sustainability of 80+ applications to CRCA in the years following its inception.				
5) The large group presentations that have been made in the past to the 8th grade audiences at BMS and CCMS will be complimented by ongoing, small group interactions conducted before school and at lunch.	The CRCA counselor will be charged with organizing the breakfast and lunch visits with the middle schools.	More than 80 applications will be submitted for the Class of 2024.				
6) Parent recruitment meetings will be held the week following the presentations at BMS and CCMS. The parent recruitment meetings will be held at CRCA and conducted in both English and Spanish.	The principal, assistant principal and counselor are charged with organizing and conducting the meetings.	Parent sign in sheets will be kept.				
7) 4) A new recruiting video will be created by the CRCA students.	The campus TIG in cooperation with the EDUC 1300 instructor will oversee the creation of the new recruiting video.	More than 80 applications will be submitted for the Class of 2024.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
8) The CRCA PTSA will begin its third year. Its goals for the year will be: 1. increase the number of monthly meetings 2. increase membership 3. increase fundraising 4. increase CRCA faculty participation	The PTSA officers are charged with operating the organization. The CRCA principal, a member of the PTSA board, will facilitate the group's efforts to meet their goals.	Monthly meeting notes will be posted outside the CRCA office.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 4: We will ensure all school facilities & grounds are maintained and allow students & staff the opportunity to learn & work in an environment that will positively affect health, behavior, engagement, learning, & overall growth in achievement. (SG2 & SG4)