Bastrop Independent School District

Cedar Creek Middle

2019-2020

Mission Statement

The mission of Bastrop Independent School District, a leader in innovative student centered education, is to motivate and ignite passion for life-long learning and successfully prepare all students to compete globally by ensuring engagement in a diverse, rigorous, and relevant learning experience that incorporates 21st Century Skills.

Vision

Cedar Creek Middle School students will SOAR to become rigorous, independent, life-long learners because what starts here changes the world.

Core Beliefs

With SOAR students will have:

S - self-discipline

O - (be) organized

A - acceptance

R - respect

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Demographics

Demographics Summary

	2016-17	2017-18	2018-19
Total Students	852	841	920
African American	3.3%	2.6%	1.8%
Hispanic	73.5%	76.8%	79.0%
White	20.7%	18.1%	17.0%
American Indian	0.1%	0.1%	0.3%
Asian	0.1%	0.2%	0.2%
Pacific Islander	0.0%	0.0%	0.0%
Two or More Races	2.3%	2.1%	2.3%

	2016-17	2017-18	2018-19
EcoDis	67.1%	74.0%	77.0%
ELL	24.9%	28.8%	31.0%
Sped	11.4%	9.9%	11.0%
GT	10.1%	7.6%	9.0%
At-Risk	64.4%	68.3%	69.0%%

Demographics Strengths

The enrollment numbers show growth in the overall student population and the number of Hispanic students. The number of economically disadvantage students, ELLs,and students at risk show growth in numbers.

Student Achievement

Student Achievement Summary

The 2019 Accountability Ratings are based on student performance in three Domains (Domain I - Student Achievement, Domain II – Part A - Student Growth and Part B - Relative Performance, and Domain III - Closing the Gaps) A school's Overall Score is determined by taking 70% of the best score in Domain I or Domain II and 30% of Domain III. The overall score for CCMS is a C.

2019	Raw Score	Scale Score	Rating
Domain I – Student Achievement	34	64	D
Domain II – School Progress		74	C
Part A – Academic Growth	68	74	C
Part B – Rel Performance	34	69	D
Domain III Closing the Gaps	25	68	D
Overall Score		72	C

2018	Raw Score	Scale Score	Rating
Domain I – Student Achievement	34	64	Met standard
Domain II – School Progress		72	Met standard
Part A – Academic Growth	67	72	Met standard
Part B – Rel Performance	34	66	Met standard
Domain III Closing the Gaps	34.3	72	Met standard
Overall Score		73	Met standard

In examining CCMS' performance in the 3 Domains used in the 2019 Accountability System, CCMS showed a relative strength in Domain 2 – Part A – Academic Growth.

Subject area STAAR test results for the past 3 years are summarized below. The data reflects the percentage of students at Approaches Grade Level or Above.

	2018-19	**2017-18**	**2016-17**
All Subjects	62%	60%	65%
Reading	66%	66%	72%

	2018-19	2017-18	2016-17
Math	70%	68%	72%
Writing	54%	44%	58%
Science	69%	73%	69%
Social Studies	39%	38%	38%

Student Achievement Strengths

Domain II, academic growth is a relative strength for CCMS.

The data reflects a 10% increase in overall reading scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement, relative performance, and closing the gaps on STAAR tests is at a D performance level. **Root Cause**: Teachers need support in differentiation instruction to meet the needs of all students. All core content are teachers need ongoing training and monitoring to successfully implement B.I.G. 8, Model Classroom Project, and Sheltered Instruction with fidelity.

School Culture and Climate

School Culture and Climate Summary

A campus culture and climate survey showed the following results:

CCMS			
	2017-18	2018-19	All BISD Campuses
Teachers are encouraged to use innovative instructional practices.	84%	88%	92%
Instructional time is protected from disruption.	49%	73%	75%
Students attending my school are receiving a good education.	63%	83%	90%
We set high standards for academic performance for all students.	63%	87%	89%
We encourage and facilitate parental involvement.	66%	82%	88%
Administrators make students their top priority.	82%	92%	96%
Our campus effectively implements the Campus Performance Plan to improve student achievement.	67%	81%	80%
Teachers collaborate to develop high quality instruction.	72%	93%	90%
Curriculum, instruction, and assessment are aligned.	81%	91%	90%
Administration treats me with respect.	79%	92%	90%
Administration treats me fairly.	67%	95%	90%
Administration recognizes my accomplishments.	55%	89%	84%
Administration are effective instructional leaders.	47%	93%	84%
The school-wide behavior plan is implemented with fidelity.	33%	70%	76%
I feel safe and secure.	71%	85%	93%
Curriculum, instruction, and assessment are aligned.	81%	91%	90%

CCMS			
Staff morale is high at my school.	10%	68%	72%

School Culture and Climate Strengths

Teachers are encouraged that insturctional time is valued and protected from disruption. The staff feels they are treated fairly and their accomplishmnets are recognized. Climate survey results show that the Campus Improvment Plan is effectively implemented and curriculum, instruction, and assessments are aligned.

Teachers have the resources and tools to do a good job. When it comes to school wide behavior, desired changes have been achieved and the behavior plan is implemented with fidelity. The staff feels safe and secure, and morale is on the rise.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Cedar Creek Middle School are highly qualified. Paraprofessionals are assigned to work with math, ELA, and EL students and their teachers. Two new para positions have been added, one position serves the EL population.

Highly effective staff are recruited by job fairs, district website, social media, and references from Region 13. New teachers are retained with support from a trained mentor teacher and feedback from instructional coaches and administrators. Veteran teachers are retained by being included in the campus decision making process, opportunities to serve in leadership roles, and professional development opportunities. The campus is committed to the development of new teachers and retaining teachers to ensure growth and success for teachers and students.

Systems in place to support continuous improvement including PLCs for core teachers, district planning days for core teachers, the implementation of Model Classroom Project and Sheltered Instruction. Core teachers have access to district curriculum with required resources and the TEKS resource system. In the summer, teachers were invited to attend training on Model Classroom Project, Sheltered Instruction, and PD of their choice. Teachers at CCMS will continue to be supported and trained throughout the school yearwith PD on Model Classroom Project. Implementation of Model Classroom Project, Sheltered Instruction, and the B.I.G. 8 is monitored by administrators by reviewing lesson plans and with walk throughs. Instructional coaches support continuous improvement by leading PLCs and data analysis meetings, and working with teachers on a coaching cycle.

Staff Quality, Recruitment, and Retention Strengths

100% of the CCMS staff is highly qualified. Campus Instructional Coaches support all PLC's with lesson planning, resources, alignment, and in-class coaching opportunities. The needs of new teachers, veteran teachers, and substitutes are addressed. New teachers are assigned a trained campus teacher mentor. Teachers are given leadership roles within campus committees and are included in the campus decision making process. Long term substitutes feel welcomed at CCMS.

Teachers are provided a guaranteed and viable curriculum. The YAG, pacing, and required resources are determined in the summer by the Curriculum Council. CCMS had representation in all core areas at Curriculum Council.

Teachers are supported with ongoing PD for Model Classroom Project and B.I.G. 8 Instructional Strategies. Instructional coaches are able to refine, model, and support implementation of these teaching strategies.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are four unfilled teacher positions. **Root Cause**: The job market for highly qualified teachers is competitive and many of the teachers recruited this year had multiple job offers from competing districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum implemented by CCMS is directly linked to the TEKS. Teachers attend a Curriculum Council in the summer and create the YAG and decide on required resources and pacing for core subjects. Teachers can access the TEKS and ELPS through the TEKS Resource System.

Data is used to inform teaching practices, identify SEs to reteach, to create STAAR camps, and to identify instructional priority planning prior to the beginning of the school year.

Curriculum and pacing are monitored throughout the year by instructional specialists, instructional coaches, administrators, and department heads. Teachers work together in PLCs with the instructional coaches to create exemplar lessons. Historical data trends have revealed that a focus on implementation of the B.I.G. 8, Sheltered Instruction, and Model Classroom Project are needed to close achievement gaps for special education, English language learners, and economically disadvantaged populations. Implementation of these programs will place CCMS in vertical alignment with CCIS and CCHS. These are high yield teaching strategies that will be supported with ongoing PD from the director of Model Classroom Project and district specialists for the B.I.G. 8. Sheltered instruction will be monitored and supported by CCMS administration.

To provide a focus on reading, ELA instructional coaches and teachers are trained on the components of balanced literacy. ICs are able to support teachers with coaching cycles and best practices in literacy. ICs are able to model and monitor implementation of B.I.G. 8 and Classroom Model Project. Students that struggle with reading have been identified and placed in reading intervention classes as part of academic RtI.

Instructional design and delivery of Model Classroom Project is intended to support high yield instructional impact on all students by focusing on a three-part object, an independent warm up, interactive lesson opening, academic vocabulary enhancement, randomizing questions (so all students have an opportunity to participate), and lesson reflection. Implementation of this instructional design approach will maximize student engagement and create a classroom environment conducive to higher order thinking and problem solving.

Common assessments, district assessments, and mock STAAR tests are aligned to the rigor of STAAR. Common assessments are teacher generated and designed to be used in fair and equitable manner that will show student mastery of concepts. The scope of all assessments with provide a comprehensive understanding to draw conclusion about student achievement.

Teachers work with instructional coaches and administrators in PLC. Norms were established prior to working in PLCs. Instructional coaches and administrators will continue to monitor and support high functioning PLCs by training teachers on their roles and responsibilities in PLC, and by evaluating PLCs twice a year with teacher surveys and self-reflection.

Curriculum, Instruction, and Assessment Strengths

CCMS had representation in all core areas at the Curriculum Council. All of the ELA teachers have training in balanced literacy and are ESL certified.

Instructional coaches support all of the core content areas. The instructional coaches are able to develop and support best teaching practices in literacy and all core areas. The ICs are able to train, support, and monitor the implementation of B.I.G. 8 and Classroom Model Project by working with teachers in PLC to create exemplar lessons, modeling for them, and providing teachers with meaningful feedback. ICs lead PLCs and can train and support teachers on their roles and responsibilities in PLC.

The administration supports the implementation of B.I.G. 8, Model Classroom Projects, and Sheltered Instruction with fidelity. Administrators participate in PLCs, review lesson plans, and support teacher success through feedback from walk throughs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All teachers are CCMS are not ESL endorsed. **Root Cause**: ESL endorsement is only required for ELA teachers and new teachers to the district.

Problem Statement 2: Most special education teachers do not practice a true co-teach model. **Root Cause**: General education and special education teachers consistently use the lead-assist model of co-teaching .

Parent and Community Engagement

Parent and Community Engagement Summary

Teachers routinely communicate with parents by sending out an academic newsletter weekly, calling home, participating in parent conferences when requested or needed, and making comments on the 6 weeks report cards.

CCMS will build the capacity for parent involvement by hosting an Annual Title 1 Meeting in conjunction with Literacy Night, hosting meetings in Spanish for newcomers, Connexcion (Connection) Meetings, Open House Night, and creating the Parent-Student Compact with parents and teachers. Newcomer and Connexcion meetings directly address the needs of parents of EL students. Parents are encouraged to attend and cheer for athletic, choir, dance, theater arts, and band competitions and shows.

Health and human services are available to support students and families including free vision, hearing, and scoliosis screening, partnerships with Bluebonnet Trails and other outside counselors, a district homeless liaison, and an annual health fair in the spring. In the winter, free coats are distributed to families.

Members of the front office staff speak Spanish, and when needed translators are available for ARDs, 504 meetings, and parent-teacher conferences. Phone blasts go out in English and Spanish, as well as emails and texts from the principal. Communication with parents and community members is provided through various mediums. Information about CCMS is found on the district website, school website, CCMS Facebook, and CCMS PTA Facebook page.

To encourage connections to the community, the district provides adult education programs including free English speaking and GED classes. Staff and students are involved in community activities including volunteer hours for NJHS and StuCo members and campus participation in the Hope Strong campaign to raise money for childhood cancer.

End of year surveys show that the community views the school in a positive manner as a place where students can learn. CCMS works diligently with community partners including counselors from Bluebonnet Trails, the homeless liaison, the truancy officer, and campus SRO. CCMS office staff received customer service training to ensure visitors are treated with kindness and respect on the phone and at the campus. Establishing a welcoming school is a priority for CCMS.

Parent and Community Engagement Strengths

CCMS has established an environment of being a welcoming school where academic achievement and student safety is a priority. Office staff are friendly on the phone and in person. Additionally, staff members are able to speak in Spanish.

CCMS has engendered trust with the community by providing communication through various mediums that communicated school events, academic

concepts being studied, and transparent communication on school safety concerns.

The staff at CCMS continues to work with community, campus, and district partners to ensure student safety and the academic needs of all students are met.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The campus has infrastructure issues including needing more cameras and fencing at the back of the building. **Root Cause**: The campus building hosts more students than the building was originally designed to serve.

Problem Statement 2: The campus implements electronic report cards and various forms of electronic communication. **Root Cause**: Not all of the information provided to parents is available in Spanish including district and campus websites and campus newsletters.

School Context and Organization

School Context and Organization Summary

The CCMS campus is supported by service center staff including core content specialists that visit the campus, work with instructional coaches, and support teachers in planning and implementation of lessons. A regular weekly schedule is provided to campuses and a summary of services provided and time spent on the campus is sent to campus administrators weekly.

Due to a trend in student growth, additional staff members for were added to keep core classes at a size of 25 to 1.

Teachers have a voice in decision making and school policies by serving on committees and communicating with instructional coaches or department heads. All adminstrators have open door policy for communication. Teachers may serve on the Curriculum Council to make decisions regarding the YAG, assessments, pacing, and activities. Teachers work in PLCs to create common assessments and work with district specialist to vet district assessments.

The end of year survey shows that teachers feel validated and parents and the community view the school in a positive manner. Expectations for student achievement is high and teachers, parents, and students work together to meet them.

School Context and Organization Strengths

Support from the service center has provided student success on STAAR and support for all teachers.

CCMS is recognized as a positive campus by parents, teachers, and the community.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Student growth has resulted in additional core staff for the CCMS campus, however, 4 positions are vacant. **Root Cause**: Teachers recommended for hire received multiple job offers from other districts.

Technology

Technology Summary

CCMS has a wireless infrastructure with access to the district network. The infrastructure was recently updated with a stronger bandwidth to provide access and support for more students to be online at the same time.

Technology is incorporated in core and elective classes. Robotics, College, Career, and Military Readiness, and Technology Applications are elective classes that teach and utilize technology on a daily basis.

Students are taught how to be safe online and how to be appropriate when using technology. The campus supports the use of Bring Your Own Technology as an avenue for students to access digital information.

Students have access to Chromebooks, iPads, and printers. Some staff members use Google Classroom, Flip Grid, and other apps. Many students take STAAR tests and TELPAS online with embedded supports. The trend is that more students are testing online. All of the algebra tests at CCMS are given online and traditionally have a high passing rate.

Technology Strengths

The trend is that more students are testing online and receiving online accommodations as needed.

The infrastructure to allow for online access was recently expanded.

Problem Statements Identifying Technology Needs

Problem Statement 1: Connections for cell phones is spotty at CCMS and may prevent communication during an emergency. **Root Cause**: The nearest cell phone tower is 3 miles away and the building interrupts cell phone service.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

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) Implement and annually review a comprehensive safety plan that includes safety training for students, faculty, and staff.	Campus Safety Team	Increased staff emergency preparation and students feeling more safe in the learning environment.	40%	100%	100%	
2) Increased collaboration with local law enforcement agencies in campus-based emergency response training.	Campus Safety Teams and BISD PD	Increased staff emergency preparation and students feeling more safe in the learning environment.	50%			
100% = Accomplished		→ = Continue/Modify		0% = 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) Provide ongoing classroom management training and support utilizing the BISD discipline matrix.	Campus administration, Teacher mentors	Greater consistency in classroom and school-wide behavior norms	35%			
2) Conduct campus investigations that promote and support a safe and orderly learning environment.	Campus administration	Equitable findings that positively impact classroom and building-wide learning environments.	35%			
3) Utilize standardized procedures for referral data entry and analysis.	Campus administration	Consistent data that reflect equitable disciplinary practices.	55%			
4) Share discipline summary data and trends with faculty	Campus administrators	Reflection on implementation of classroom disciplinary procedures and analysis of campus-wide trends.	0%			
100% = Accomplished	→ = Continue/Modify	0% = 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
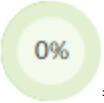
Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	**Jan**	**Mar**	**June**
1) Train all staff in sexual abuse, human trafficking, and maltreatment of children using: - SafeSchools online training - Trauma Informed Schools training	Campus administration	Greater awareness of relevant issues and greater likelihood of intervention.	50%			
2) Train all staff on how grief and trauma affects student learning and behavior using: - SafeSchools online training - Trauma Informed Schools training	Campus administration	Greater awareness of relevant issues and greater likelihood of intervention.	50%			
100% = Accomplished 　 → = Continue/Modify 　 0% = 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) Receive training in threat assessment protocols and educate staff on best practices.	Campus administration, BISD Chief of Police	Greater preparedness in addressing potentially threatening situations.	55%			
2) Implement multi-hazard emergency operation plan.	Campus administration	Greater preparedness in addressing potentially threatening situations.	50%			
	100% = Accomplished	→ = Continue/Modify	0% = 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, CCMS will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

ISS from 1,379 to 1,310
OSS from 156 to 148
DAEP from 43 to 40

      Evaluation Data Source(s) 5: PEIMS discipline data (current & longitudinal)
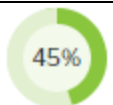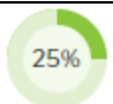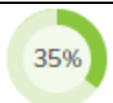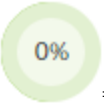
      Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Jan	Mar	Summative June
1) Establish common campus practices and expectations through an active PBIS committee	Campus administration, PBIS committee lead, PBIS committee	Consistent acknowledgement and celebration of positive student choices.	0%			
2) Provide ongoing SEL lessons and support through Eagle Time classes	Campus administration, campus counselors.	Students conducting themselves in safe, respectful, and responsible manner.	15%			
3) Review student discipline and positive referral data with campus PBIS and safety teams.	Campus administration, Campus counselors.	Timely adjustments to campus practices that promote positive behavior support.	25%			
100% = Accomplished	→ = Continue/Modify	0% = 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 7th and 8th grade students will make one years growth in their reading level.

Evaluation Data Source(s) 1: Istation Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Train staff and monitor utilization of ELA classroom libraries and integration of balanced literacy components into lesson planning	Campus administration, Instructional Coaches	Students gains of 1+ years in reading fluency and comprehension.	35%			
2) Utilize Read 180 software and instructional model in ELA resource classrooms	Campus administration, Instructional coaches, Department Head	Students gains of 1+ years in reading fluency and comprehension.	65%			
3) Utilize Istation software and instructional model in Reading Lab classrooms	Campus administration, Instructional coaches, Department Head	Students gains of 1+ years in reading fluency and comprehension.	45%			
4) Host a Literacy Night highlighting curriculum resources and informing students, parents, and other stakeholders on interdepartmental campus literacy efforts	Campus administration, Instructional coaches, Department Heads	Increased parental and student involvement in efforts impacting student literacy.	25%			
5) Establish student Recreational Reading Clubs (RRCs) and competitions that help motivate students to further engage in reading activities	Campus administration, Instructional coaches, Dept. Heads, ELA department teachers	Increase in number of students engaging in recreational reading and opportunities to celebrate reading on campus.	35%			
100% = Accomplished	→ = Continue/Modify	0% = 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, CCMS will increase :

Special Education Meets Student Performance :
-Reading (10% to 15 %) & Math (9% to 20%)

English Learner Meets Student Performance:
-Reading (23% to 30%) & Math (29% to 40%)
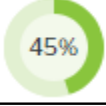
Overall Student Progress Performance:
-Reading (71% to 75%) & Math (66% to 75%)

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) Utilize Math 180 software and instructional model in Math resource classrooms	Campus administration, Instructional coaches, Department Head	Students gains of 1+ years in math calculations and problem solving.	80%			
2) Utilize Imagine math software and instructional model in Math Lab (RTI) classrooms	Campus administration, Instructional coaches, Department Head	Students gains of 1+ years in math calculations and problem solving.	25%			
3) Support students through Saturday STAAR Camps that focus on moving students from Approaches to Meets and Meets to Masters	Campus administration, Instructional coaches	Increased student performance on all STAAR tests and Algebra I EOC.	10%			
	Funding Sources: 211 - Title I, Part A - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
4) Utilize Flipgrid software application to increase ELL students' opportunities to speak using academic vocabulary through Newcomer and elective classes	Campus administration, Department head	Positive gains in ELL STAAR and TELPAS performance	50%			
5) Double block ELL ELA for Newcomers	Campus administration	Positive gains in ELL STAAR and TELPAS performance	100%	100%	100%	
6) Restructure reading classes for long-term ELL students.	Campus administration	Positive gains in ELL STAAR and TELPAS performance	45%			
	100% = Accomplished	→ = Continue/Modify	0% = 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, CCMS will increase the overall Student Performance at Meets by 17% (29% to 46%) & Masters by 9% (11% to 20%).

Math - Meets (35% to 46%) Masters (12% to 23%)

Reading - Meets (33% to 44%) Masters (15% to 17%)
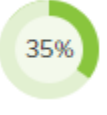
Writing - Meets (24% to 31%) Masters (11% to 15%)
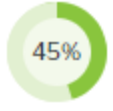
Science - Meets (33% to 51%) Masters (11% to 22%)

Social Studies - Meets (13% to 30%) Masters (4% to 25%)

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) Train, support, and monitor use of B.I.G. 8 strategies through professional development days, PLC coaching, and instructional walkthroughs	Campus administration, Instructional coaches, Department heads.	Greater consistency in establishing high performing classrooms	65%			
2) Integrate Model Classroom Project (MCP) and Sheltered Instruction (SI) strategies with B.I.G. 8 priorities	Campus administration, Instructional coaches, Department heads.	Greater consistency in establishing high performing classrooms	35%			
3) Utilize BISD walkthrough form to support and document B.I.G. 8, MCP, and SI implementation	Campus administration (minimum of 8 documented walkthroughs per week per administrator	Greater consistency in establishing high performing classrooms	35%			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
4) Train all instructional staff in Year 1 principals of Model Classroom Project (MCP)	Campus administration, outside MCP consultant	Effective implementation of the 6 MCP Instructional Norms	45%			
Funding Sources: 211 - Title I, Part A - 0.00						
5) Train B.I.G. 8 Champions team to model strategies through PLCs and classroom instruction	Campus administration, Instructional coaches	Greater consistency in establishing high performing classrooms	65%			

100% = Accomplished → = Continue/Modify 0% = 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) Administration and Instructional coaches will participate in the Secondary Leadership Development Series trainings to better facilitate the work of PLCs	District and campus administration	More effective PLCs that impact classroom instruction.	60%			
2) Retrain staff on PLC norms, etiquette, and roles	Campus administration, Instructional coaches	Increase in PLC efficacy and positive impact on lesson planning and data analysis	30%			
100% = Accomplished → = Continue/Modify 0% = 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:

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 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) Utilize CCMS Parent and Student News website to update parents and students weekly on campus activities and classroom lesson subjects	Campus administration, campus Communication Liaison	Better informed parents. Parents better equipped to monitor their children's' school work	55%			
2) Increase use of Blackboard messaging service to communicate with parents via phone, email, and app access	Campus administration, campus Communication Liaison	Increased involvement from parents and community stakeholders	45%			
3) Utilize CCMS Faculty News website to update faculty biweekly on campus activities , priorities, and upcoming events	Campus administration, campus Communication Liaison, Department heads	Better informed and empowered faculty	65%			
4) Increased utilization of social media resources,including CCMS Facebook page, CCMS PTA Facebook, and Athletics websites	Campus administration, PTA liaison, Athletic coordinators	Increased involvement from parents and community stakeholders	65%			
100% = Accomplished	→ = Continue/Modify	0% = 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, CCMS will expand the number of community and business partnerships with CCMS.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

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, CCMS will increase the number of needs-driven campus-based family & parent engagement activities by 5% to grow and strengthen our partnership with parent stakeholders.

    Evaluation Data Source(s) 3: Campus 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) Hold Connexion meetings focused on the needs of EL parents and students	Campus administration, campus counselors, and ESL/ELA teacher	Positive gains in the academic progress of EL students	0%			
2) Hold Astronomy/Science Night with parents and students	Campus administration, Science department staff	Positive gains in the academic progress of students and enrichment of parents	0%			
3) Hold Eagle Pride Breakfast opportunities honoring the efforts of students and their parents	Campus administration, campus counselors	Recognition of students and their families for their positive impact at CCMS	60%			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			