

Bastrop Independent School District
Cedar Creek Intermediate
2019-2020

Mission Statement

As a leader in innovative, student-centered education, the mission of Bastrop Independent School District is to ignite passion for life-long learning and to successfully motivate and prepare all students to compete globally by ensuring they are engaged in diverse, rigorous, and relevant learning experiences that incorporate 21st Century skills.

Vision

OUR Call to Action

Graduates of Bastrop Independent School District are empowered to become successful and productive in a global society.

Value Statement

A diverse and engaging environment contributes to successful learning.

- Serving the individual needs of all learners is central to our mission.
- Community collaboration directly results in the growth of our schools.
- Education empowers everyone.
- People feel valued when they are heard.
- Involvement beyond the classroom contributes to student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Creek Intermediate serves the fifth and sixth graders from a rural community. Three elementary schools feed this Western pattern in Bastrop ISD: Red Rock, Cedar Creek, and Bluebonnet. The school opened in January of 2004 with 535 students. The population of this Title I school has grown to peaks estimating at approximately **930 students as of January 2019**. The students are generally served by a team of core teachers structured in a seven-period day.

The total enrollment of Cedar Creek Intermediate for 2018-19 was 864 students according PEIMS data.

SUBPOPULATION	16-17	17-18	18-19
White	18.8	18.3	16.4
Hispanic	76.5	76.9	77.4
English Language	33.6	30.0	35.9
African American	2.13	2.0	2.6
OTHER INDICATORS			
Economically Disadvantaged	70.8	67.2	77.7
At-Risk	60.5	60.5	61.0
Gifted & Talented	10.0	10.0	8.4
Special Education	13.0	11.5	13.4
Dyslexia	8.9	8.8	13.4
Mobility Rate	12.2	13.6	TBD

Demographics Strengths

CCIS is a diverse campus with a variety of cultural and economic differences which require efforts that will address all demographic groups. CCI staff is dedicated to embracing the varied needs of our students through the consistent practice of our Social Emotional Learning curriculum and a variety of

instructional supports such as our BISD B.I.G. 8 Strategies and Model Classroom Project strategies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Cedar Creek Intermediate's Eco. Dis. population continues to grow rapidly. **Root Cause:** Demographic and economic needs of the community and school are changing rapidly.

Student Achievement

Student Achievement Summary

Accountability Comparison

State Measures for grades 5-6 Cedar Creek Intermediate STAAR Testing:

	17-18	18-19
Domain 1: Student Achievement	74	70
Domain 2: School Progress	81	77
Domain 3: Closing Gaps	63	36
Overall Score:	76 - C	65 - D

Student Achievement Strengths

Cedar Creek Intermediate 5th grade science scores compared well to like campuses; therefore, receiving the honor of a Science Campus of Distinction. Overall, 5th science scores improved achievement levels by 10%.

5th grade reading and math scores showed small improvements and increased by about 3%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student performance on Math and Reading assessments lag behind state average **Root Cause:** Students have significant gaps in their skills and content knowledge.

Problem Statement 2: 69% of EL students did not meet TELPAS progress measures. **Root Cause:** Limited opportunities for students to participate in instructional listening and speaking opportunities.

Problem Statement 3: 6th grade Math and Reading performance declined overall. **Root Cause:** 6th grade has gaps in instruction causing additional gaps.

School Culture and Climate

School Culture and Climate Summary

Overall, the school culture and climate at CCI is below the district average in most areas. According to the most recent staff survey, CCI's culture will benefit with a supportive administrative team that will enhance student learning by coaching teachers, minimizing distractions and responding to student behaviors.

School Culture and Climate Strengths

Faculty and staff at CCI have communicated that they enjoy working together as grade level or subject area teams while completing quality work. Teams have expressed they are focused on continuous improvement and would like support to do so.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 52% of staff members expressed a lack of effective feedback for campus improvement. **Root Cause:** Teachers were unable to easily identify areas of where and how to improve their instructional practices.

Problem Statement 2: 51% of staff felt they were equipped with the tools needed to effectively teach students. **Root Cause:** Teachers have trouble accessing information and materials needed to improve teaching practices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CCI has had turnover with teachers and administrative staff the last few years; therefore, impacting overall campus performance.

Staff Quality, Recruitment, and Retention Strengths

- All core teachers are expected to attend and participate in PLCs that are designed to increase academic performance.
- CCI has two Instructional Coaches; one reading and one math. These ICs provide coaching, alignment, encouragement and modeling and effective feedback for teachers.
- CCI has one Mentor teacher that meets with new hires and/or new teachers once a month as a group. Individual meetings are scheduled as needed.
- Monthly faculty meetings provide professional development in the areas of need at the time.
- Weekly staff newsletters contain valuable information about upcoming events, instruction, behavior and more. Teachers are able to plan and prepare accordingly with the newsletters.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: CCI lacks teachers that are trained to support the current demographics. **Root Cause:** CCI lacks systems that will guarantee teacher retention for several years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction and Assessment focus for Cedar Creek Intermediate reflects the scope and sequence provided by TEKS Resource System scope and sequence as well as the results of campus based assessments. Campus based assessments includes academic department common assessments, district academic targets and teacher developed formative assessments. Campus staff ensure instruction addresses the standards by using the following guiding questions: What are the key concepts in the unit? How will mastery of concepts be assessed? What is the vocabulary needed for the unit and which words or phrases should be pre-taught? How will the instruction provide opportunities for varying learning styles of students?

Assessments are critical in decision making at Cedar Creek Intermediate. Educators use a variety of assessment gathering techniques. A large emphasis is placed on on-going informal assessments as well as more formal assessments including multiple choice, short answer, and essay style tools. Data from assessments is routinely used in determining needs of the students, quality of instruction, appropriate interventions and or reteach, and future assessment decisions.

PLC's meet weekly with either a principal, or instructional coach for support. Our planning and learning communities focus on lesson planning, data review, strategic planning, lesson review, assessments and professional learning. All staff attend trainings on staff development days. There is an atmosphere of sharing what we have learned with our peers.

Student progress is monitored weekly by sending grades for the four core subjects home in a yellow folder that allows for communication with parents. Students return the folder with a parent signature. Data from grades, informal assessments and teacher observations are used to determine the next steps in meeting the needs of students. Students have a "Eagle Time" period during the day where they are assigned based on their specific learning needs such as, math intervention, ELA intervention, dyslexia, GT, and Learning Strategies.

Decisions regarding professional development is based upon the needs identified in the improvement plan and by goals set in PLCs and with individual teachers.

Curriculum, Instruction, and Assessment Strengths

CCI will begin implementing the Model Classroom Project, or MCP instructional strategies this year in addition to modifying our academic RTI programs to include more time with students in a small group setting.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Student data shows many students are not performing at their current grade level. **Root Cause:** Students have academic gaps in their learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Cedar Creek Intermediate is a family oriented school community that is dedicated to student success. We are committed to providing all printed materials for the parents in both English and Spanish. The students have yellow folders that go home each week on Thursday to apprise parents of their child's progress and to keep them up to date with school activities. There are volunteer forms readily available and we encourage the parents and guardians to take an active role in their child's education. Our volunteers are able to help during school wide events and with everyday tasks. Many of the school wide events are geared towards involving both the students and their families. We have strong PTA leadership which is integral to maintaining a volunteer base.

Parent and Community Engagement Strengths

Cedar Creek Intermediate's strengths are as follows:

1. The regular recruitment of volunteers and mentors throughout the school year;
2. Strong PTA leadership;
3. A wide variety of school events involving both students and their families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: CCIS involves community and families in many performances and athletics; however, we struggle to get good attendance at family events which focus on academic performance. **Root Cause:** Parents may not realize the impact that they may have on their intermediate school students is as important as their impact at the primary grade levels.

School Context and Organization

School Context and Organization Summary

The district has an Assistant Superintendent of Curriculum & Instruction who unites all aspects of special programs, instructional alignment, and technology innovation across the district.

The district has instructional alignment across grade levels and campuses through the hiring of content specialists in the areas of English, Mathematics, Social Studies/History, Science, and Special Education. This year, we will have two Instructional coach on campus.

School Context and Organization Strengths

The campus has the support of two curriculum specialists for Math and English Language Arts. The curriculum specialists will be able to ensure curriculum is vertically and horizontally aligned throughout the district.

-The campus utilizes a digital learning specialist that is shared with other campuses.

-The campus utilizes the Professional Learning Community (PLC) model.

-The campus has access to district wide ELL Curriculum Specialists.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Equitable accountability of expectations for students and staff. **Root Cause:** Teachers felt unsure about campus wide expectations or that they were not in place consistently in all classrooms.

Problem Statement 2: Use of PLC time has not been consistent. **Root Cause:** Teachers are not familiar with the Dufour model or do not understand the purpose of PLC time to use data for driving instructional changes in a community manner.

Technology

Technology Summary

Cedar Creek has wireless connectivity throughout the campus. Every teacher is assigned a laptop and each classroom has a projector, speakers and document camera available. Badge secure printers/copiers are accessible in the teachers lounge and office. Teachers are using technology to support students through various online resources and also by creating and submitting lesson plans.

Students are connected in multiple ways. The campus has two comprehensive computer labs. Students also have access to Chromebooks, laptops or iPads. These devices are assigned to classrooms or float as needed.

Technology Strengths

CCI's strengths:

1. CCI utilizes iImagine Math, iStation, Read 180 and System 44. In addition students are able to use Flocabulary, BrainPop and Stemscoopes.
2. Teachers have access to and are able to successfully use the secured badge printing for the copiers/printers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is becoming outdated and non-usable. **Root Cause:** Technology was purchased without sustainability plan over long term.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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






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) Monitor and audit safety plans, drills and processes. -City/county officials participate in drills. - Provide training for all staff. - Conduct after action reviews.	District and campus safety teams	Increased staff emergency preparation and students feeling more safe in the learning environment.				
 = 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:

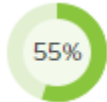




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Student behavior and bullying addressed thoroughly and consistently. - Conduct campus investigations that promote and support a safe and orderly learning environment. -Ongoing classroom management training and support -Standardized procedures for referral data entry and analysis. -Reporting data to staff during meetings	Campus Administrators and PBIS	Consistency with discipline referrals and coding showing less errors				
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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:

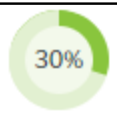




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Implementation of trauma, mental health, and student safety trainings. - Train all staff in sexual abuse, human trafficking and other maltreatment of children. - Continuing education for staff on how grief and trauma affects student learning and behavior. - All staff to complete SafeSchool modules and training. - All staff to attend and participate in Trauma PD.		Teachers will be better equipped to support students and staff that have experienced trauma.				
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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) Threat assessment, Safe and Supportive School teams. - Conduct threat assessments in the appropriate circumstances. - Provide guidance on recognizing harmful, threatening or violent behavior that may pose a threat. - Implement multi-hazard emergency operation plan	District and Campus Administrators	CCI will become more secure and efficient				
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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, CCI will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

ISS from 611 to 580
 OSS from 89 to 84
 DAEP from 8 to 6

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

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) PBIS and SEL Practices - Establish common campus expectations through and active PBIS committee - Provide ongoing SEL lessons and support for all students PK - 12. - Review referral data with staff and campus PBIS/safety committees. - Implement restorative discipline with Counselors and Admin	Campus Administrators and PBIS committee members.	Students are aware of and strive to meet desired behaviors. Faculty and staff consistently communicate PBIS expectations with students and parents.				
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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 5th & 6th E/LA will increase student performance at Meets by 5%.

- STAAR 6th Reading 21% to 23%
- STAAR 5th Reading 33% to 35%

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Reading Focus: - Provide training and monitor reading resources for grades K-8. - Monitoring the fidelity of balanced literacy components. - Train and development ICs in effective classroom coaching cycles to develop and support best practices in literacy.	Campus Admin and campus ICs	Teachers well versed with reading resources and balanced literacy. Students' reading practices and skills to increase.				
2) Hire and train additional RTI staff in instructional approaches such as: Guided Reading, foundational resources and balanced Literacy practices for ELs and Eco Dis. students.	Campus Admin Lead RTI Teacher Instructional Coaches	Students reading levels will have increased.				
3) Provide additional technology devices for small group instruction and RTI supports.	Campus Admin Classroom Teachers Instructional Coaches	Increase in student's reading levels.				
= 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, CCI will increase :

Special Education Meets Student Performance :

-Reading (8% to 10%) & Math (12% to 14%)

English Learner Meets Student Performance: -Reading (7% to 9%) & Math (22% to 24%)

Overall Student Progress Performance:-Reading (50% to 53%) & Math (51% to 54%)

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) EL/Special Programs Performance: - Train co-teach models for CCI. - Require all teachers to be ESL endorsed. - Refine, teach, support and monitor for early exit bilingual students.	Department Heads Instructional Coaches Campus Admin District Admin					
2) Provide access for various resources such as Brainpop, Flocabulary, Read 180 and System 44 through technology devices.						
3) Recruit and train staff to support students through Repsonse to Intervention, RTI programs such as: iStation, Imagine Math, small group instruction, Leveled Literacy Intervention and BIG 8 concepts.	Instructional Coaches RTI Lead Campus Admin	Observable growth with students in a smaller academic setting.				
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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, CCI will increase the overall Student Performance at Meets by 9% (34% to 43%) & Masters by 5% (15% to 20%).

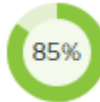





Math - Meets (35%to 44%) Masters (14% to 19%)

Reading - Meets (27% to 26%) Masters (12% to 17%)

Science - Meets (45% to 50%) Masters (22% to 27%)

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) Focus on instructional delivery through B.I.G. 8 strategies. - Train, support and monitor, fidelity of use of BIG 8 strategies. - Use of common district learning walkthrough form to monitor and support BIG 8 implementation. - Train campus ICs in effective modeling and monitoring of BIG 8. -Utilize hands-on materials to supplement instruction for learning	Campus Admin Campus Instructional Coaches Department Heads	Campus Wide, systematic approaches to instruction.				
2) Teacher and ICs will implement the required resources from BISD while planning and dissecting data, TEKS, academic vocabulary using MCP strategies and BIG 8 strategies.	Campus Admin Instructional Coaches Dept. Heads	Increased student achievement and learning.				
 = 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) Develop a collaborative PLC Culture: - Provide training and support to admin and ICs on the effective facilitation of PLCs. -Train and support teacher teams on their roles and responsibilities in PLC	Campus Admin Department Heads Instructional Coaches	Improved PLC agendas, conversations and practices				
2) Meet with Department Heads once every two weeks to increase awareness of PLC needs.		More proficient PLC time.				
 = 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:

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) Trust with the community through communication. - Communicate with parents and community members through various mediums. (Blackboard, SMORE, ClassDojo, Remind 101, Thursday folders, etc.) - Answer calls and emails with in 24 hrs or less	Campus Admin Classroom Teachers	Frequent and regular communication with CCI stakeholders				
2) CCI will host Principal Chats once each six-week grading period to present info. regarding: campus safety, curriculum goals, PBIS goals and upcoming events.	Campus Admin	CCI stakeholders will be kept abreast of campus progress.				
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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) Welcome, engagement and support of dialogue and partnership with parents, community members and organizations. - Work with all community, campus and district partners to ensure student needs are met.	Campus Admin Counselors	Open line of communication for planning and support of students and unique circumstances				
2) CCI will host opportunities for guest speakers to introduce students to future careers for Career Day.		Increase in College/Career readiness standards.				
 = 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) Establish welcoming schools. - Provide customer service training to ensure everyone is greeted and feels welcomed on campus. - Ensure students have a learning environment where their physical and emotional well-being and safety are prioritized daily - Reporting and addressing campus infrastructure issues in a timely manner	Campus Admin Department Heads Campus Secretary	Campus guests will feel welcomed in a pleasant school environment.				
2) CCI will host events such as: - Back to School Night -Regular Scheduled Principal Chats - Academic Nights - PTA Engagement Events - Career Day - Gold Out CCHS Parade - Veteran's Day	Campus Admin	Increase family involvement to support overall goals of BISD and Cedar Creek Intermediate.				
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2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Alison Hall	
Administrator	Laura Faircloth	
Administrator	Symanthia Harris	
Classroom Teacher	Wendy Hermon	
Classroom Teacher	Leah Menard	
Classroom Teacher	Alfredo Garcia	
Non-classroom Professional	Laura Perry	

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Alison Hall	Principal
Non-classroom Professional	Linn Macejewski	5th Counselor