

**Bastrop Independent School District**  
**Cedar Creek Intermediate**  
**2020-2021 Campus Improvement Plan**

# 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 2019-2020 was ??? students according PEIMS data.**

SUBPOPULATION	16-17	17-18	18-19	19-20
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	
<b>OTHER INDICATORS</b>				
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 B.I.S.D. 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 above the district average in most areas. According to the most recent staff survey, CCI's culture has benefited 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. CCI Instructional teams look forward to improving the PLC (Professional Learning Community) process to benefit student learning and teacher efficacy.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** 50% of staff members expressed they are unable to keep students motivated. **Root Cause:** Teachers were unable to easily identify areas of where and how to improve their instructional practices to keep students engaged and excited.

**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 an administrative team that is returning for a second year in a row. In previous years, CCI has has a high teacher/staff turnover rate. However this year the turnover rate of teachers and staff decreased by more than 75%.

## 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 lead mentor teacher that meets with other mentors once a month as a group. The mentors then arrange meetings with the mentees to keep them abreast of needs and supports.
- 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.
- CCI exhibits teacher/staff appreciation at least once a month with campus wide activities and also as an as needed basis for specific recognitions.

## 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

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 it's second year implementing the Model Classroom Project, or MCP instructional strategies. We will also modify 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. Weekly parent newsletters are emailed to parents each week to keep them abreast of activities and expectations. This newsletter is provided in English and Spanish and parents are able to "reply" to the newsletter for immediate admin contact. 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 getting more comfortable and skilled with 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 by students checkout processes. Students also have access to wireless hot spot connections to support academic needs at home.

## 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 Stemsscopes.
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 not consistent in classrooms due to a minimal quantity. **Root Cause:** Technology was purchased and distributed to students to support virtual learning.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

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

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## **Student Data: Behavior and Other Indicators**

- Attendance data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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 2021, BISD will increase safety training opportunities within the district by 5%.

**Evaluation Data Sources:** BISD Police Dept. documentation, Safe Schools Audits

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide training, monitor audit safety plans, drills and processes with action steps for multihazard emergency operation plans</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and a safer learning environment for our students. Consistent practices will increase over safety for CCI.</p> <p><b>Staff Responsible for Monitoring:</b> District and campus safety teams.</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> - Conduct threat assessments as appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> CCI will be prepared for safety drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Security Campus Admin</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> -Provide guidance on recognizing harmful, threatening or violent behavior that may pose a threat.</p> <p><b>Strategy's Expected Result/Impact:</b> All CCI staff will be prepared to meet safety needs and concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Security Safety Team</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> - Create, train and implement multi-hazard emergency operation plans for CCI that will include city/county officials will be invited to participate in drills.</p> <p><b>Strategy's Expected Result/Impact:</b> CCI will be prepared for emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Team</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> - Train staff and students all on campus expectations for COVID operational procedures and materials for stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> CCI community will be prepared to take safe steps in case we have a COVID breakout on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** We will ensure a safe and secure environment for all students, staff, and visitors and ensure the school district is prepared to effectively respond to emergencies that might affect safety or security of students and staff. (SG1 & SG2)

**Performance Objective 2:** By June 2021, 90% of BISD campuses will have a 20% or less variance in coding discipline referrals.

**Evaluation Data Sources:** PEIMS discipline data (current & longitudinal)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Address student bullying and behavior consistently with classroom management and support of our training in bullying prevention and discipline matrix.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency with discipline referrals and coding showing less errors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, MTSS Coach and the PBIS team.</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> - Conduct campus investigations that promote and support a safe and orderly learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn in a safer environment and teachers will be more inspired/encouraged to support students' academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin MTSS Coach</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Provide training opportunities to address discipline consistently throughout the district with standardized procedures for referral data entry and analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of coding errors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin MTSS Coach</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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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 2021, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

ISS from 6,752 to 6,414

OSS from 1,196 to 1,136

DAEP from 438 to 416

**Evaluation Data Sources:** PEIMS discipline data (current & longitudinal)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> - Provide training with implementation of trauma, mental health and student safety training for continuing education for staff on trauma sensitive care, on how grief and trauma effects student learning and behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to support students and staff that have experienced trauma.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Coach, Counselor, CIS and Admin</p> <p><b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> -Extensive training for all staff in sexual abuse, human trafficking and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> We will recognize signs of sexual trauma and report as needed to proper authorities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin CIS Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Establish common campus expectations through an active PBIS committee to review referral data with staff of the PBIS and safety committee.</p> <p><b>Strategy's Expected Result/Impact:</b> We will review discipline referrals and students will receive better T1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin PBIS Team MTSS Coach</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 1, SG 2</p>	<b>Reviews</b>			
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No Progress                 Accomplished                 Continue/Modify                 Discontinue				







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

**Performance Objective 1:** By June 2021, BISD will increase Overall STAAR student growth: RD (62% to 70%) & Math (62% to 75%)

**Evaluation Data Sources:** 2021 STAAR Results





**Summative Evaluation:** None







<p><b>Strategy 1:</b> CCI will have differentiated Instructional practices to close academic gaps among our students and ensure interventions and supports are provided and documented for students to address instructional gaps and deficiencies due to COVID-slide.</p> <p><b>Strategy's Expected Result/Impact:</b> Observable growth with all groups of students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Classroom teachers Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Hire and train RTI staff in instructional approaches such as: Guided Instruction, Foundational resources and balanced literacy practices for ELs and Eco Dis. students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading levels will have increased.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Lead RTI Teacher Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Provide additional technology devices for small group instruction and RTI groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students' reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Classroom Teachers Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Provide access for various resources such as BrainPop, Flocabulary, Read 180, and System 44 through technology devices.</p> <p><b>Strategy's Expected Result/Impact:</b> Observable growth with students in academic settings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Classroom teachers Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Recruit and train staff to support students through Response to Intervention, RTI program such as:</p> <ul style="list-style-type: none"> <li>- iStation</li> <li>- Imagine Math</li> <li>- Small Group Instruction</li> <li>- Leveled Literacy Intervention</li> <li>- BIG 8 Concepts</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Observable Growth with students in smaller academic settings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Instructional Coaches RTI Lead</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p><b>Strategy 6:</b> Train, support and monitor the fidelity of use of BIG 8 strategies across all campuses for students identified in targeted areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress from MOCK to STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Dept. Heads Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p><b>Strategy 7:</b> Train in co-teach model in district - identified target areas for SpEd and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have specific supports for academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Dept. Heads Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p><b>Strategy 8:</b> - Require all teachers to be ESL endorsed while supporting, teaching and monitoring ESL students through content based areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make one years growth in their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p style="text-align: center;">  No Progress               Accomplished               Continue/Modify               Discontinue       </p>																	

**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, 100% of BISD administrators, instructional coaches & teacher leaders will be trained in collaborative Professional Learning Communities (PLC ) work.

<b>Strategy 1:</b> 1) Focus on instructional delivery through BIG 8 Strategies <b>Strategy's Expected Result/Impact:</b> Campus wide, systematic approaches to instruction <b>Staff Responsible for Monitoring:</b> Campus Admin Instructional Coaches Department Heads <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Teachers and ICs will implement the required resources from BISD while planning and dissecting data, TEKS academic vocabulary using MCP strategies and BIG 8 strategies. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and learning. <b>Staff Responsible for Monitoring:</b> Campus Admin Instructional Coaches Dept. Heads <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved PLC agendas, conversations and practices <b>Staff Responsible for Monitoring:</b> Campus Admin PLC Leads Instructional Coaches <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Meet with Department Head during monthly 1:1 meetings and as a team once a month to increase awareness of PLC needs. <b>Strategy's Expected Result/Impact:</b> More proficient PLC time <b>Staff Responsible for Monitoring:</b> Campus Admin Instructional Coaches Department Heads <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> - Use of common district learning walkthrough form to monitor and support BIG 8 implementation with modeling and training.</p> <p><b>Strategy's Expected Result/Impact:</b> Systematic approach to observing classroom instruction to support teachers' growth and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin District Leaders Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Utilize hands-on materials to supplement instruction for learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide engaging instructional practices for students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Classroom teachers Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 1, SG 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 3:** We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, 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 10% through promoting student and staff success, building trust, improving internal communication channels and methods, and strengthening the district's brand and message.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Web stories, social media engagement, survey feedback, mobile app usage

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Trust with the community through communication.                      - Communicate with parents and community members through various mediums. (Blackboard, SMORE, Remind 101, email, SchoolStatus, etc.)                      - Answer calls and emails within 24 hours or less  <b>Strategy's Expected Result/Impact:</b> Frequent and regular communication with CCI stakeholders  <b>Staff Responsible for Monitoring:</b> Campus Admin                      Classroom teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> CCI will host Principal Chats once each six-week grading period to present information such as campus safety, curriculum goals, PBIS goals and upcoming events.  <b>Strategy's Expected Result/Impact:</b> CCI stakeholders will be kept abreast of campus progress.  <b>Staff Responsible for Monitoring:</b> Campus Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 3:** We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, 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 10%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Increased numbers of volunteers and mentors; expansion of employee perks partnership program; strengthened involvement of business and community organizations

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Welcome, engage and support of dialogue and partnership with parents, community members and organizations</p> <ul style="list-style-type: none"> <li>- Work with all community, campus and district partners to ensure student needs are met.</li> <li>- Undergo strategic planning to ensure BISD is prepared to respond to meet the needs of all students in an ever-changing and shifting environment.</li> <li>- Marketing to district stakeholders to support BISD strategic planning</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Open line of communication for planning and support of students and unique circumstances</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Counselors</p> <p><b>Superintendent Goals:</b> SG 2, SG 4</p>	Reviews			
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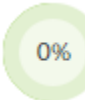


**Goal 3:** We will foster relational capacity, engagement, trust, and confidence across all district stakeholders and partners to include teachers, students, parents, administrators, school board and community. (SG2 & SG4)








**Performance Objective 3:** By June 2020, BISD will increase the number of needs-driven district-based family & parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** increased parent participation and engagement through PTA and planned family activities

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Establish welcoming schools and provide customer service training to ensure everyone is greeted and feels welcomed on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus guests will feel welcomed in a pleasant school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Department Heads Campus Secretary</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> CCI will host events such as:</p> <ul style="list-style-type: none"> <li>- Regularly scheduled Principal Chats</li> <li>- Academic Nights</li> <li>- PTA Engagement events</li> <li>- Career Day</li> <li>- Veteran's Day</li> <li>- Winter Social and Spring Social</li> <li>- Family tours of CCI by appointment</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase family involvement to support overall goals of BISD and Cedar Creek Intermediate.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Ensure students have a learning environment where their physical and emotional well being and safety are prioritized daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families will feel secure with learning in BISD.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> Reporting and addressing campus infrastructure issues on a timely basis.</p> <p><b>Strategy's Expected Result/Impact:</b> CCI will be a healthy and safe learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Continue partnering with Community in Schools (CIS) to ensure that BISD students have access to social workers to provide for mental health needs and supports to address the whole child.</p> <p><b>Strategy's Expected Result/Impact:</b> CIS supported students will have a wider community within our schools for various types of supports.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Focus on community building and establishing relationships with the implementation of the BISD MTSS model.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have academic success in a healthy learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin MTSS Coach</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Superintendent Goals:</b> SG 2, SG 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				