

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



# 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 be independent and life-long learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

	2016-17	2017-18	2018-19	19-20	20-21
Total Students	852	841	920	997	981
African American	3.3%	2.6%	1.8%	1.81%	2.45%
Hispanic	73.5%	76.8%	79.0%	79.5%	81.5%
White	20.7%	18.1%	17.0%	16.05%	13.15%
American Indian	0.1%	0.1%	0.3%	.3%	.20%
Asian	0.1%	0.2%	0.2%	.1%	.10%
Pacific Islander	0.0%	0.0%	0.0%	0%	.10%
Two or More Races	2.3%	2.1%	2.3%	2.21%	2.45%

	2016-17	2017-18	2018-19	2019-20	2020-2021
EcoDis	67.1%	74.0%	77.0%	72.92%	84.61%
ELL	24.9%	28.8%	31.0%	32.50%	39.96%
Sped	11.4%	9.9%	11.0%	11.33%	13.35%
GT	10.1%	7.6%	9.0%	9.23%	7.85%
At-Risk	64.4%	68.3%	69.0%	69.51%	70.13%

### Demographics Strengths

Cedar Creek Middle School continues to experience increases in the number of economically disadvantaged students, ELLs, and students at risk show growth in numbers. Specifically in 2020-21 the number of economically disadvantaged students increased 11.69% from 2019-20, the single biggest increase in any identifier.

# Student Achievement

## Student Achievement Summary

2020-2021 Accountability Ratings are based on student performance on STAAR exam taken in the spring of 2019 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%
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:

\*Please note that BISD transitioned survey providers and questions for stakeholders starting in 2018 and phased in various groups starting with students in 2018 and ending with parents in 2020. Direct connect to previous survey data was not always possible in this analysis.

CCMS Student Survey	2017-18	2018-19	2019-20
School Safety	38%	45%	43%
Student Teacher Relationships	37%	38%	51%
Sense of Belonging	34%	35%	37%
CCMS Family Survey	2017-18	2018-19	2019-20
Family Engagement	*	*	14%
Student Teacher Relationships	*	*	52%
School Climate	*	*	42%
CCMS Staff Survey	2017-18	2018-19	2019-20
Leadership - Effectiveness	*57%	*81%	53%
Leadership - Relationships w/Staff	*67%	*92%	73%
School Climate	*10%	31%	42%
Educating All Students	*63%	73%	84%

## School Culture and Climate Strengths

Favorable student teacher relationships saw a significant increase from 2019-2020. Teachers' perceptions of the ability to differentiate and meet the needs of all students has seen steady increase over the past 3 year.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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 year with 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.

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:** Campus turnover rate exceeds district and state averages **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 will provide a comprehensive understanding to draw conclusion about student achievement.

Teachers work with instructional coaches and administrators in PLC. Instructional coaches and administrators will continue to monitor and support high functioning PLCs by training teachers on their roles and responsibilities in PLC.

## 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.

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, Connexion (Connection) Meetings, Open House Night, and creating the Parent-Student Compact with parents and teachers. Newcomer and Connexion 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

Campus Leadership team is made up of primarily (5 of 8) new to campus leaders including a new principal, assistant principal, counselor, and two instructional coaches.

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.

Teachers have a voice in decision making and school policies by serving on committees and communicating with instructional coaches or department heads. All administrators 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.

## 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:** Campus is implementing practices slower than expected **Root Cause:** Significant turnover in top level campus leadership has necessitates an evaluation and modification to existing campus norms and systems.

# Technology

## Technology Summary

The current health crisis has revealed a need for increases in the number of student devices to accommodate online learning as well as increase student access to Tier II interventions while on campus.

## Technology Strengths

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.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Limited technology availability on campus for Tier I and II interventions **Root Cause:** CCMS does not have enough devices to meet all student needs and has prioritized students electing for online learning for device distribution.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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

## 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

## Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

## Employee Data

- State certified and high quality staff data
- Campus leadership data

# Goals

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










**Performance Objective 1:** 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

<b>Strategy 1:</b> Monitor and audit safety plans, drills & processes <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment. <b>Staff Responsible for Monitoring:</b> Campus Safety Team	<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> City/county officials participate in drills <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment. <b>Staff Responsible for Monitoring:</b> Campus Safety Teams and BISD PD	<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> Provide training for staff on safety drills <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment. <b>Staff Responsible for Monitoring:</b> Campus Admin <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<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> Conduct after action reviews for all safety drills <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment. <b>Staff Responsible for Monitoring:</b> Campus Admin	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







<b>Strategy 5:</b> Conduct threat assessments as appropriate/needed <b>Strategy's Expected Result/Impact:</b> Identification and mitigation of possible safety threats to students and staff <b>Staff Responsible for Monitoring:</b> None	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Provide guidance on recognizing harmful, threatening, or violent behavior that may pose a threat <b>Strategy's Expected Result/Impact:</b> Identification and mitigation of possible safety threats to students and staff <b>Staff Responsible for Monitoring:</b> District and campus threat assessment teams	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 7:</b> Implement multi-hazard emergency operation plans <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment. <b>Staff Responsible for Monitoring:</b> Campus and District Admin	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 8:</b> COVID related operational materials <b>Strategy's Expected Result/Impact:</b> Increased staff emergency preparation and students feeling more safe in the learning environment. <b>Staff Responsible for Monitoring:</b> Campus and district admin	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 9:</b> Train all staff in sexual abuse, human trafficking, and other maltreatment of children <b>Strategy's Expected Result/Impact:</b> Increase awareness the disruptive behavior may be an cry for help <b>Staff Responsible for Monitoring:</b> Campus Admin	<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				

**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





<b>Strategy 1:</b> Ongoing classroom management training in bullying prevention and discipline matrix <b>Strategy's Expected Result/Impact:</b> Greater consistency in classroom and school-wide behavior norms <b>Staff Responsible for Monitoring:</b> Campus administration, Teacher mentors	<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> Conduct campus investigations that promote and support a safe and orderly learning environment. <b>Strategy's Expected Result/Impact:</b> Equitable findings that positively impact classroom and building-wide learning environments. <b>Staff Responsible for Monitoring:</b> Campus administration	<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> Utilize standardized procedures for referral data entry and analysis. <b>Strategy's Expected Result/Impact:</b> Consistent data that reflect equitable disciplinary practices. <b>Staff Responsible for Monitoring:</b> Campus administration	<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				

**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, CCMS will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5%.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Establish common campus practices and expectations through an active PBIS committee <b>Strategy's Expected Result/Impact:</b> Consistent acknowledgement and celebration of positive student choices. <b>Staff Responsible for Monitoring:</b> Campus administration, PBIS committee lead, PBIS committee	<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> Provide ongoing SEL lessons and support through Eagle Time classes <b>Strategy's Expected Result/Impact:</b> Students conducting themselves in safe, respectful, and responsible manner. <b>Staff Responsible for Monitoring:</b> Campus administration, campus counselors.	<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> Review student discipline and positive referral data with campus PBIS and safety teams. <b>Strategy's Expected Result/Impact:</b> Timely adjustments to campus practices that promote positive behavior support. <b>Staff Responsible for Monitoring:</b> Campus administration, Campus counselors.	<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> Continuing education for staff on trauma-sensitive care on how grief and trauma affects student learning and behavior <b>Strategy's Expected Result/Impact:</b> Increased staff awareness and responsiveness to the needs of students. <b>Staff Responsible for Monitoring:</b> None	<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				

**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, CCMS will increase STAAR GROWTH measures to the following

SPED Student Growth: -Reading 62% & Math 44%

EL Student Growth: - Reading 69% & Math 64%





Eco Dis Student Growth: - Reading 70% & Math 64%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Data

**Summative Evaluation:** None

<b>Strategy 1:</b> Ensure interventions and supports are provided and documented for students. <b>Strategy's Expected Result/Impact:</b> Address instructional gaps and deficiencies due to COVID-slide <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Coaches	<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> Utilize Math 180 software and instructional model in Math resource classrooms <b>Strategy's Expected Result/Impact:</b> Students gains of 1+ years in math calculations and problem solving. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional coaches, Department Head	<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> Train, support, and monitor fidelity of use of B.I.G. 8 and MCP strategies across all classes <b>Strategy's Expected Result/Impact:</b> Teacher instructional efficacy increase and improves student outcomes <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional coaches, Department Head <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<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> Staff and equip support classes in Math, Read, and Writing. <b>Strategy's Expected Result/Impact:</b> Growth measures for students enrolled reading and math classes. Improved Domain I Writing scores. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional coaches, Read Lab, Math Lab, and Creative Writing Teachers <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 5:</b> Train campus leaders in effective modeling & monitoring of B.I.G. 8 and MCP techniques <b>Strategy's Expected Result/Impact:</b> Teacher instructional efficacy increase and improves student outcomes <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional coaches, Dept. Heads, PLC Leads <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Train and facilitate co-teach model in inclusion classes. <b>Strategy's Expected Result/Impact:</b> Improved teacher efficacy and special education outcomes <b>Staff Responsible for Monitoring:</b> Campus and District Leadership <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 7:</b> Double block ELL ELA for Newcomers <b>Strategy's Expected Result/Impact:</b> Positive gains in ELL STAAR and TELPAS performance <b>Staff Responsible for Monitoring:</b> Campus administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 8:</b> Utilize Flipgrid software application to increase ELL students' opportunities to speak using academic vocabulary through Newcomer and elective classes <b>Strategy's Expected Result/Impact:</b> Positive gains in ELL STAAR and TELPAS performance <b>Staff Responsible for Monitoring:</b> Campus administration, Department head	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 9:</b> Restructure reading classes for long-term ELL students. <b>Strategy's Expected Result/Impact:</b> Positive gains in ELL STAAR and TELPAS performance <b>Staff Responsible for Monitoring:</b> Campus administration	<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				

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

**Performance Objective 2:** By June 2021, CCMS will increase Overall STAAR Student GROWTH to the following:





Reading Growth 71%

Math Growth 66%

**Evaluation Data Sources:** 2021 STAAR results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Train, support, and monitor fidelity of use of B.I.G. 8 and MCP strategies across all classes</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher instructional efficacy increase and improves student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional coaches, Department Head</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</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> Train campus leaders in effective modeling &amp; monitoring of B.I.G. 8 and MCP techniques</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher instructional efficacy increase and improves student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional coaches, Dept. Heads, PLC Leads</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</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> Provide training and support to ICs and PLC leads on the effective facilitation of PLCs</p> <p><b>Strategy's Expected Result/Impact:</b> Increased campus leadership capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and District Admin</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> Train and develop AP's and IC's in effective classroom coaching cycles to develop and support instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Increase campus instructional leadership capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal and district leadership</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>






<b>Strategy 5:</b> Support students through after school and Saturday tutoring that are focused on growth. <b>Strategy's Expected Result/Impact:</b> Increased student performance on all STAAR tests and Algebra I EOC. <b>Staff Responsible for Monitoring:</b> Campus administration, Instructional coaches <b>Funding Sources:</b> Saturdat STAAR Camp staffing and instructional resources - 211 - Title I, Part A	<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				

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

**Performance Objective 3:** By June 2021 Campus attendance rate will improve 2% from 18-19 rates

**Evaluation Data Sources:** Campus attendance data

**Summative Evaluation:** None

<b>Strategy 1:</b> Monitor and implement attendance protocols and procedures to increase attendance rates <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<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	









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

**Performance Objective 4:** By June 2021, CCMS will increase online student learning STAAR Growth to match that of their onsite peers.

**Evaluation Data Sources:** STAAR 2021 Data

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Develop and sustain a 1:1 student to device ratio</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student access to devices</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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> Increase teacher, student, and family training on online learning platforms including learning management systems and video conferencing software</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy engaging and instruction online learners</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District leadership</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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				

**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 2021, we will increase communication with internal and external users by at least 10% through promoting student and staff success, building trust, and strengthening the campus brand and message.






**Evaluation Data Sources:** Campus parent engagement activity sign-ins, agendas.

**Summative Evaluation:** None

<b>Strategy 1:</b> Utilize CCMS Parent and Student News website to update parents and students weekly on campus activities and classroom lesson subjects <b>Strategy's Expected Result/Impact:</b> Better informed parents. Parents better equipped to monitor their children's' school work <b>Staff Responsible for Monitoring:</b> Campus administration, campus Communication Liaison	<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> Increase use of Blackboard messaging service to communicate with parents via phone, email, and app access <b>Strategy's Expected Result/Impact:</b> Increased involvement from parents and community stakeholders <b>Staff Responsible for Monitoring:</b> Campus administration, campus Communication Liaison	<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> Utilize CCMS Faculty News website to update faculty biweekly on campus activities , priorities, and upcoming events <b>Strategy's Expected Result/Impact:</b> Better informed and empowered faculty <b>Staff Responsible for Monitoring:</b> Campus administration, campus Communication Liaison, Department heads	<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> Increased utilization of social media resources,including CCMS Facebook page, CCMS PTA Facebook, and Athletics websites <b>Strategy's Expected Result/Impact:</b> Increased involvement from parents and community stakeholders <b>Staff Responsible for Monitoring:</b> Campus administration, PTA liaison, Athletic coordinators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Answer calls and emails within 24 hours. <b>Strategy's Expected Result/Impact:</b> Increased trust and support for stakeholders <b>Staff Responsible for Monitoring:</b> Campus and district admin <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<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				






**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 2021, CCMS will expand the number of community and business partnerships by 10%.

<b>Strategy 1:</b> Work with all community, campus and district partners (social workers, parent liaisons, truancy officers, SROs, etc.) to ensure student needs are met <b>Strategy's Expected Result/Impact:</b> Increased partnership with campus <b>Staff Responsible for Monitoring:</b> Campus admin	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 0%			
 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 3:** By June 2021, CCMS will increase the number of needs-driven district-based family & parent engagement activities by 10% to grow and strengthen our partnership with parent stakeholders.

<b>Strategy 1:</b> Provide customer service training to ensure everyone is greeted and feels welcomed on campuses <b>Strategy's Expected Result/Impact:</b> Increased positive interactions with campus staff <b>Staff Responsible for Monitoring:</b> Campus Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				