Bastrop Independent School District

Cedar Creek Middle

2018-2019 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 SOAR to become rigorous, independent, life-long learners because what starts here changes the world.

Core Beliefs

With SOAR students will have:

S - self-discipline

O - (be) organized

A - acceptance

R - respect

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Creek Middle School is a campus that serves students in the 7th and 8th grade in Bastrop ISD.   Students come to us from Cedar Creek Intermediate school, a campus adjacent to CCMS that serves 5th and 6th graders. Student enrollment at Cedar Creek Middle School has continued to grow during the 2018-2019 school year, a pattern we have seen for the last few years.

According to past Texas Academic Performance Reports and more recent data, our students' ethnic distributions and subpopulation data are as follows:

	2015-16	2016-17	2017-18
Total Students	836	852	841
African American	3.0%	3.3%	2.5%
Hispanic	72.7%	73.5%	77.2%
White	22.0%	20.7%	17.7%
American Indian	0.2%	0.1%	0.1%
Asian	0.4%	0.1%	0.2%
Pacific Islander	0.0%	0.0%	0.0%
Two or More Races	1.7%	2.3%	2.3%

	2015-16	2016-17	2017-18
EcoDis	69.4%	67.1%	74.0%
ELL	19.9%	24.9%	28.8%
Sped	12.3%	11.4%	9.9%
GT	10.2%	10.1%	7.6%
At-Risk	71.3%	64.4%	68.3%

The total enrollment of CCMS has increased by approximately 10% since the 2015-16 school year. Our ELL population continues to grow in percentage of all students, while our percentage of students who receive Special Education and gifted/talented services remains relatively stable.

Demographics Strengths

- Cedar Creek Middle School continues to welcome all students and provide for the unique needs of each student.
- Our families value education and we have many supportive parents and students who are committed to success.

- The attendance rate at Cedar Creek Middle School remains consistantly high in comparison to similar schools in Texas
- The Cedar Creek community takes pride in its schools and is supportive of all of our students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Class size averages are increasing across core area fields of study. **Root Cause**: Our student population is growing, and while the master schedule has been adjusted to open up additional sections of core content over the years, additional sections will not be available without the addition of extra staff.

Student Achievement

Student Achievement Summary

The 2018 Accountability Ratings are based on student performance in three Domains (Domain I - Student Achievement, Domain II – Part A - Student Growth and Part B - Relative Performance, and Domain III - Closing the Gaps) A school's Overall Score is determined by taking 70% of the best score in Domain I or Domain II and 30% of Domain III.

	Raw Score	Scale Score	Rating
Domain I – Student Achievement	34	64	Met Standard
Domain II – School Progress		72	
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

Previous Accountability Report Cards were based on performance in four indices as shared below for the previous three school years.

	2014-2015 (Met Standard)	2015-2016 (Met Standard)	2016-2017 (Met Standard)
Index 1 - Student Achievement	CCMS = 66 (state target score = 60)	CCMS = 61 (state target score = 60)	CCMS = 65 (state target score = 60)
Index 2 - Student Progress	CCMS = 35 (state target score = 30)	CCMS = 39 (state target score = 30)	CCMS = 42 (state target score = 30)
Index 3 - Closing Performance Gaps	CCMS = 37 (state target score = 26)	CCMS = 30 (state target score = 26)	CCMS = 32 (state target score = 26)

Index 4 - Post-Secondary Readiness	CCMS = 20 (state target score = 13)	CCMS = 35 (state target score = 13)	CCMS = 39 (state target score = 13)

. In examining CCMS' performance in the 3 Domains used in the 2018 Accountability System, CCMS showed a relative strength in Domain 2 – Part A – Student Growth. Although the number of students approaching, meeting, or mastering STAAR tests met state standards, even more students showed at least 1 year of growth in the tested areas.

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

	2015-16	2016-17	2017-18
All Subjects	61%	65%	60%
Reading	69%	72%	66%
Math	63%	72%	68%
Writing	58%	58%	44%
Science	59%	69%	73%
Social Studies	44%	38%	38%

Student Achievement Strengths

Students success at attaining Approaching Grade Level or Above in Science continues to improve.

Domain II, Part A - Academic Growth is a relative strength at Cedar CreeK Middle School

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading Scores fell by 6 percentage points from the previous year, falling below 2015-16 results **Root Cause**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all ELA classes and supported through RTI efforts

Problem Statement 2: Math scores fell by 4 percentage points from the previous year, although they are higher than 2016-16 results **Root Cause**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all math classes and supported through RTI efforts.

Problem Statement 3: 7th grade Writing scores dropped 14 percentage points from the previous year. **Root Cause**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all ELA classes and supported through RTI efforts

Problem Statement 4: Social Studies scores continue to be well below acceptable standards **Root Cause**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all History classes and supported through RTI efforts.

Problem Statement 5: Special Education and ELL students are scoring significantly below the state average. **Root Cause**: Need to better implement Sheltered Instruction and scaffolding practices in all classrooms

School Culture and Climate

School Culture and Climate Summary

The campus culture and climate is in a state of transition. Students and staff report that basic school systems need to be improved, including classroom and building-wide behavioral expectations and supports. Students need additional structure to ensure that they can focus on developing their academic skills, while teachers have indicated that a greater emphasis on structured learning environments will allow for more substantive teaching and learning.

Teachers expressed their need for clearly defined expectations and systems of accountability for holding students and teachers to those expectations. The district initiative of focusing on: Be Safe, Be Respectful, and Be Responsible and the campus' ongoing S.O.A.R. (Self-Discipline, Organized, Acceptance, and Responsible) program will be explicitly taught and reviewed in all classrooms.

School Culture and Climate Strengths

- Most staff and students report that the 2018-19 school year has started off extremely well.
- Far fewer tardies have been reported by staff
- The level of suervision by teachers and administration in the hallways and at other less structured times has increased appreciably.
- Social Emotional Learning activities are integrated into the morning Eagle Time block
- Many students participate in extracurricular activities

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Build a campus culture that builds positive relationships, and creates a safe and engaging learning environment. **Root Cause**: New expectations of behavior for both students and teachers have been established and need to be continuously communicated and monitored.

Problem Statement 2: The number of student referrals and time out of instruction is preventing students from learning content. **Root Cause**: Teachers need to write referrals for level II offenses, communicate with parents prior to writing a referral, and administrators need to incorporate restorative practices.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

All staff members at Cedar Creek Middle School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. Seven new teachers joined the Cedar Creek Middle School family this year through attrition and/or retirements. Each new teacher will attend our New Teacher Academy provided by our campus Instructional Coach, in addition to also being supported by our district mentoring team. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Cedar Creek Middle School to provide ongoing, targeted, job-embedded professional learning. In addition to professional development, the bi-weekly PLC meetings will reinforce what they are learning through group discussions, lesson planning, data review, and creating implementation strategies. Teachers will also be provided with opportunities to observe each other in order to support alignment and professional growth.

Staff Quality, Recruitment, and Retention Strengths

- 100% of staff is highly qualified.
- Both 7th and 8th grade teams have an ESL teacher that pushes into core classrooms and provides SI support to teachers and students.
- Both 7th and 8th grade teams have an ESL teacher assistant (TA) that pushes into core classrooms and provides SI support to teachers and students.
- Campus Instructional Coach supports all PLC's, supporting with lesson planning, resources, alignment, in-class coaching opportunities, and professional development designed to address the needs of each team.
- BISD technology staff provides continuous PD opportunities on how to incorporate technology in the classroom and to improve communication with parents/students.
- The average years of teacher experience is 10.48 yrs.
- There is a campus based New Teacher Academy that prepares new teachers to adjust to the profession and our campus.
- New teachers are assigned a campus teacher mentor
- Teachers are given leadership roles within campus committees and are included in the campus decision making process
- The improvement of teacher climate and culture is gaining momentum by the many activities they participate to increasing school morale (ie. Teacher Spotlight, Staff cookouts, Staff painting sessions, Perfect Attendance Award, PALS students go around to provide teachers snacks)
- New staff was recruited by job fairs, meeting principals at college job fairs
- Staff at CCMS stay here because feel they can count on someone for help when needed - family feel

- New staff at CCMS stated they felt welcoming during the interview which made stress levels go down
- Long term substitutes feel welcomed at CCMS
- CCMS website is up to date which attracts potential teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers are leaving the campus due to negative student behavior. **Root Cause**: Students expectations need to be explicitly taught, reviewed and modeled throughout the year.

Problem Statement 2: New teachers feel that the New Teacher Program can be effective in other ways. **Root Cause**: New Teacher program could of been more focus on what they had questions (ie. how to use skyward), more about the logistics of being a teacher on a campus.

Problem Statement 3: During the 16-17 school year, teachers were new to the TTESS evaluation instrument and were unsure of what to expect in their evaluation. They need to be reminded of the TTESS process.

Problem Statement 4: New teachers to the profession have not been evaluated using TTESS and are unsure of what to expect in their evaluations.

Problem Statement 5: Not all departments approached administration to take advantage of professional development. We will train departments head of the PD process and how to request for funds to attend such events.

Problem Statement 6: ESL Academy offered by the district was Fridays and Saturdays. We had other teachers absent on Fridays which prevents scheduled teachers to attend the academy.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Cedar Creek Middle School is guided by the TEKS Resource System scope and sequence and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information media literacy skills through unit Performance Indicators. Each week, each grade level and content team map out the specific skills and standards that will be taught for the upcoming week by using their district designed year at a glance. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" "How will it be differentiated?" "Based on last week's data point, what needs to be retaught or spiraled?" Then the teachers determine HOW(Instructional tools) they will accomplish these targets.

 Assessment plays a major role in decision making and take on many different forms at Cedar Creek Middle School. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools and vary informal and formal assessments through several checking for understanding devices. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Cedar Creek Middle School can demonstrate how the essential 21st Century Skills are being mastered by MondayProfessional Learning Community Data Analysis Discussions. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Seventh and Eight Grade focus assessments through teacher generated Common Assessments in Eduphoria, Project Based Learning, Academic Targets, Mock STAAR Test and end of the year STAAR Tests. Special courses and programs such as electives follow the application the TEKS ending in performance or project based assessments. Other programming such as special education, dyslexia and English Language Learner instruction use similiar assessments as the grade levels of their students including levels. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Data is plotted per six weeks in order to assess progress measured. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The plains are also color coordinated: Green is above grade level, Yellow is on level, Red is below level.

Weekly grade level PLCs are held with either the department head, instructional coach, SIM coach or team lead. These grade level learning communities target lesson planning, data review, strategic planning, and professional development. Many paraprofessionals are included in all staff development days. Grade levels have a weekly common planning time.

The RtI committee meetings will be held twice each month after school. The data from campus assessments are used to identify students that are performing in the red category. RtI will also discuss behavior concerns, attendance issues, and grades. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held with the teacher for RtI and the committee. Data has shown that after school tutoring has not been effective, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place.

Strategic Instructional Model "SIM" has rolled out at Cedar Creek Middle School introducing common terminology and lesson framing that would include

lesson TEKS, vocabulary, essential questions and lesson objectives. The campus will have a SIM coach twice a week for assistance with the launching of this initiative. Monthly visits from E3Alliance and principal mentorship.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

- Clearly defined PLC expectations, focus and outcome daily
- Clarify defined role of the Instructional Coach leading each PLC
- Flexibility of various resources
- Data Driven PLCs
- Common Assessment are well designed, discussed and evaluated with common thresholds
- Aligned TEKS and Formative Assessments
- Electives have more flexibility in Scope and Sequence
- Menu of Activities
- New Teacher Support
- Unit Organizers
- SMARTER planning
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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Administrators struggled with meeting the walk throughs per week goal because of the management side of the campus.

Problem Statement 2: Managing discipline, parent contact, and talking about students needs to increase among teachers.

Problem Statement 3: The majority of the Social Studies department relied on power point presentations to deliver content to students.

Problem Statement 4: Students that are reading below their grade level need to be placed in an intervention class to improve their skills.

Parent and Community Engagement

Parent and Community Engagement Summary

Cedar Creek Middle School works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. The calendar on our website Is keep current with important dates so families can plan ahead. The campus, also provides translations on the website as well as printed materials in school. We also provide interpreters for school events. We take pride in the fact that parents report our office staff as very parent friendly.

Parent and Community Engagement Strengths

Cedar Creek Middle School works hard to maintain these strengths:

- Family Meet the Teacher night at the beginning of the year.

- Bilingual flyers, phone calls, and emails sent home in order to engage all families.
- Bilingual para, when available, that helps teachers with parent communication/language barrier.
- Family Night for each core subject: Math, Science, Social Studies, and Literacy Night.
- Eagle Pride breakfast, highlighting super achievers, for students and parents.
- Athletic/UIL events and concerts, including awards dinner.
- Active PTA that supports concessions at games, sponsors school dances, and honors teachers with supplies and incentives.
- Skyward family access, with on-campus bilingual support if needed to register.
- ESL Parent meetings that focus on the needs of ESL student.
- Conexiones Parent meetings that focus on the needs of Spanish speaking parents.
- Free District sports physicals and flu shots.
- Holiday Angel Tree for needy CCMS families, providing basic necessities and gifts during the holidays.
- Family/Community Veteran's day luncheon and ceremony.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: A large majority of the staff need interpreters for parent contact. **Root Cause**: Teachers are not bilingual and have a difficult time talking to Spanish speaking parents.

Problem Statement 2: Parents that do not have access to information at all times. **Root Cause**: Parents who do not have access to social media/campus websites do not get all the school information in a timely manner.

Problem Statement 3: Community members spoke to the principal on 3 occasions in the past year of being treated unfairly and that there needs were not met.

Problem Statement 4: Parents live far away from the campus and the lack of transportation results in low parent participation.

Problem Statement 5: Campus literature/communication is mainly in English. We need to translate information into Spanish.

Problem Statement 6: Parents enrolled in the HERO K-12 portal/app is low.

Problem Statement 7: Conflicts with CCHS caused the 7th grade student field trip to be cancelled last year. We will plan another way to expose students on the different pathways available.

Problem Statement 8: Staff can not attend Chamber of Commerce meetings because shortage of substitutes.

Problem Statement 9: HERO K-12 initiative was started during the Fall 2017 semester. Not all teaches mastered how to use it.

Problem Statement 10: Parents can no attend parent meetings because of lack of transportation and child care.

Problem Statement 11: Parents can not attend events during the school day because of parent's employment.

Problem Statement 12: There is low participation in parent members for PTA.

Problem Statement 13: There is a lack of communication with parents to inform them of school business affairs.

Problem Statement 14: Counselors could not get to lessons in the classroom because of the workload and lack of resources.

School Context and Organization

School Context and Organization Summary

Teachers seem to be optimistic about the changes in our school wide systems such as PBIS and the implementation of HERO, an active RTI process and committee, and house teams as a way to progress monitor and build relationships with students. Teachers stated they like having a voice in school wide systems and processes and they would like more opportunity and choices to get involved. Teams for next year are a welcomed change and teachers seem excited to see how this impacts our campus culture. There is some hesitation and concern for how expectations will be communicated and how accountability will be addressed. Teachers voiced huge concerns about PLC and planning time reductions. Campus communication systems was another concern. Teachers stated they are often confused about what is going on our campus and that communication of expectations is not always clear. Teachers stated that they would like to see equitable accountability.

School Context and Organization Strengths

- House teams for next year
- class time is sufficient
- Leadership meets regularly with Department heads
- New processes starting to take place (PBIS, RTI, LLT)
- Climate is shifting

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We need a system for communicating information to departments from department heads and admin. **Root Cause**: Information did not flow from admin meetings to department heads to staff in a timely manner.

Problem Statement 2: Equitable accountability of expectations for students and staff. **Root Cause**: Teachers felt unsure about campus wide expectations there were various levels of expectations.

Technology

Technology Summary

Cedar Creek Middle School has been increasing District access to technology each year. District has moved toward blended learning and CCMS is committed to ensuring teachers and students have access to resources and training to do so. The Digital learning specialist have done a great job creating kits and providing training to incorporate technology in the classroom. Teachers at CCMS are open and eager to learn new technological ideas and try them out in the classroom.

Technology Strengths

1. The campus promotes BYOT, Bring Your Own Device so that students can conduct research and utilize their device for learning.

2. Strength bandwidth allows more devices to be connected to WiFi.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers are hesitant to allow BYOT in the classroom. **Root Cause**: Monitoring of student devices and keeping students on task has been a problem.

Problem Statement 2: Teachers are not trained on social media expectations and not all teachers have accounts.

Problem Statement 3: Not all teachers have in-depth Skyward Message Center training to be able to email students in this way.

Problem Statement 4: HERO K-12 software was new to all staff member and require more training to communicate with parents in this way.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: Cedar Creek Middle School will decrease the number of referrals and time out of instruction by 30% in order to improve student performance and create a safe school climate.

Evaluation Data Source(s) 1: Skyward reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
3) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas.	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				

Comprehensive Support Strategy	Leaders: PBIS coordinator, PBIS team, campus administrators, counselors	1. Implementation can be measured using data from Skyward in terms of the number of referrals and time out of instruction reports. 2. Impact will be measured by Skyward reports and detailed observation and evidence provided by PBIS.			
4) Communicate with parents regarding behavior concerns prior to writing referrals. Classroom teachers will write referrals for level II offenses and will handle level I offenses as part of their classroom management. Use restorative practices to help students make better choices for their behavior and actions. (1B, 1C, 3A, 3C)					
	Problem Statements: School Culture and Climate 2				
	Funding Sources: 211 - Title I, Part A - 0.00				
5) We will utilize the assistance of Behavior support paraprofessionals to monitor behavior. (1B)	Leaders: Behavior support paraprofessional	1. Implementation can be measured by observing paraprofessionals interaction with students at the campus. 2. Impact will be measured by data gathered by CBS teacher in regards to interaction with students			
	Problem Statements: School Culture and Climate 2				
	Funding Sources: 199-024 - State Compensatory Education - 13917.00				

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: The number of student referrals and time out of instruction is preventing students from learning content. **Root Cause 2**: Teachers need to write referrals for level II offenses, communicate with parents prior to writing a referral, and administrators need to incorporate restorative practices.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: Cedar Creek Middle School will increase the number of students for the 2017-2018 school year who are mastering the 7th, and 8th Grade ELA standards by 5% as measured by the STAAR examination.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Improve implementation fidelity of Read 180 through monitoring, teacher feedback, and implementation coaching/support. (CNA-Curriculum, Instruction, and Assessment #3) (2B, 2C)	Leaders: Read 180 Teachers Other Involved: Administration	1. Implementation can be measured by Read 180 reports and data. 2. Impact will be measured by comparing data quarterly for students taking the Read 180 lab.				
	Problem Statements: Student Achievement 4					
	Funding Sources: 199-024 - State Compensatory Education - 71933.00					
2) 2. Improve reading comprehension and analysis for each student to meet the progress measurement on the 8th grade STAAR Test by using text passages during warm-ups with 4-5 questions. (2B)	Leaders: Instructional Coach Others: ELA Department Head	1. Implementation can be measured by instructional walk throughs. 2. Impact will be measured by students improving scores on 6 weeks commons assessment in Eduphoria.				
	Problem Statements: Student Achievement 1					
	Funding Sources: 199 - General Fund - 0.00					
Comprehensive Support Strategy 3) Improve 7th grade reading skills in inferencing and summarization for each student to meet the progress measurement of the 7th grade STAAR assessment by utilizing reading warm-ups with 4-5 questions, continued use of SIM content enhancement/Frames, and increase amount and variance of texts. (2B)	Leaders: Campus admin, Instructional Coach Others: ELA Department Head, SIM Coach	1. Implementation can be measured by instructional walk throughs. 2. Impact will be measured by students improving scores on 6 weeks commons assessment in Eduphoria.				
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 4) Improve 7th grade writing skills for each student to meet the progress measurement of the 7th grade STAAR assessment by increasing expository writer's workshops in ELA with peer and teacher feedback, increase by tracking writing across contents, utilize revising and editing warm-ups, and continued use of SIM content enhancement routines. (2B)	Leaders: Campus Admin, Instructional Coach Others: SIM Coach, Department Heads	1. Implementation can be measured by instructional walk throughs. 2. Impact will be measured by students improving scores on 6 weeks commons assessment in Eduphoria and Academic Targets.				
	Problem Statements: Student Achievement 3					
	Funding Sources: 211 - Title I, Part A - 0.00					

Comprehensive Support Strategy **Critical Success Factors** CSF 1 5) Purchase new book for PreAP ELA 8th students, Anthem by Ayn Rand (2B)	ELA Department HEad					
	Funding Sources: 211 - Title I, Part A - 449.10					
6) Student Success Initiative (SSI) substitutes for during the day tutoring by our ELA and Math teachers (2)	Math Teacher, ELA, Teacher, Instructional Coaches, Adminsitration	1. Implementation can be measured by attendance of students needing intervention for STAAR tests. 2. Impact will be measured by students improving scores on SSI state assessments.				
	Problem Statements: Student Achievement 1					

✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Reading Scores fell by 6 percentage points from the previous year, falling below 2015-16 results **Root Cause 1**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all ELA classes and supported through RTI efforts
Problem Statement 3: 7th grade Writing scores dropped 14 percentage points from the previous year. **Root Cause 3**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all ELA classes and supported through RTI efforts
Problem Statement 4: Social Studies scores continue to be well below acceptable standards **Root Cause 4**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all History classes and supported through RTI efforts.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: Cedar Creek Middle School will increase the number of students for the 2017-2018 school year who are mastering the 7th, and 8th Grade Math standards by 4% as measured by the STAAR examination.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) The department will use Math 180 to address struggling learners for both 7th and 8th Grade. (2C)	Math Department, Administration	1. Impementation can be measured by 3 week Math 180 reports. 2. Impact will be measured by increase in Math 180 scores, benchmarks, and state assessments.				
	Problem Statements: Student Achievement 2, 4					
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 2) The Math Department will attend calculator training for teachers from Texas Instruments .	Math Department, Instructional Coach	1. Implemenation can be measured through walkthroughs and PLC discussion. 2. Impact will be measured by daily use of TI-84 by students in preparation for STAAR assessments.				
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 3) Math teachers will use STEP UP to the TEKS curriculum in intervention classes and for Tier I instruction. (2A)	Math Department, Instructional Coachs	1. Implementation can be measured by monitoring Unit Organizers and PLC planning. 2. Impact will be measured by assessment data on Academic Targets, Benchmarks, and STAAR assessments.				
	Problem Statements: Student Achievement 2					
	Funding Sources: 211 - Title I, Part A - 856.00					
4) Students will attend Rockin Review Saturday Camps in preparation for STAAR examinations.	Instructional Coaches, Department Heads, and Administration	1. Implementation can be measured by the total number of students in attendance 2. Impact will be measured by results of STAAR assessments in April/May.				
	Problem Statements: Student Achievement 1, 2, 4					
	Funding Sources: 211 - Title I, Part A - 4000.00					

5) Purchase calculators to replace worn ones in teacher class sets. We will need batteries for these as well.	Instructional coaches, Math Department Head	1. Implementaiton can be measured by conducting walkthroughs daily and during SIM Instructional Playbook Days			
		2.Impact will be measured by students efficacy in using calculators for everyday classes and assessments.			
	Problem Statements: Student Achievement 2				
	Funding Sources: 211 - Title I, Part A - 4000.00				

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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Reading Scores fell by 6 percentage points from the previous year, falling below 2015-16 results **Root Cause 1**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all ELA classes and supported through RTI efforts
Problem Statement 2: Math scores fell by 4 percentage points from the previous year, although they are higher than 2016-16 results **Root Cause 2**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all math classes and supported through RTI efforts.
Problem Statement 4: Social Studies scores continue to be well below acceptable standards **Root Cause 4**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all History classes and supported through RTI efforts.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: Cedar Creek Middle School will increase the number of students for the 2017-2018 school year who are mastering the 8th Grade History standards by 15% points as measured by the STAAR examination.

    Evaluation Data Source(s) 4: STAAR Data

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **Critical Success Factors** CSF 1 CSF 2 1) Departments and House teams will meet during PLCs and during planning days to monitor the progress of all students, noting areas of strength and areas or refinement. (CNA-Student Achievement Data) (2A)	Leaders: Campus coaches, Department heads and classroom teachers. Others Involved: Counselors, SPED Teachers, Administration	1. Implementation can be measured by House teams and departments meeting weekly to review student progress and planning days for student success. 2. Impact can be measured by increase in academic performance included, but not limited to AT, CA and STAAR.				
	Problem Statements: Student Achievement 4					
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 2) Departments to include Learning Strategies Teacher, will create unit organizers (SIM), and implement Big 8. Daily meetings with Instructional Coach/SIM Coach to analyze scope/sequence and curricular implementation. (CNA-Curriculum, Instruction, and Assessment) (2A)	Leaders: Instructional Coach and SIM Coach Others Involved: Department Heads and Administrators.	1. Implementation can be measured by classroom observations regularly. 2. Impact can be measured by student utilization of Unit Organizer.				
	Problem Statements: Student Achievement 4					
	Funding Sources: 199-024 - State Compensatory Education - 56882.00, 211 - Title I, Part A - 0.00					
Critical Success Factors CSF 1 CSF 2 3) Campus Administration will conduct a minimum of 5 walkthroughs per week focusing on different practices in the classroom. (CNA-Curriculum, Instruction, and Assessment)	Leaders: Campus Administration	1. Implementation can be measured by Eduphoria created walkthrough template. 2. Impact will be measured by Eduphoria reports and detailed administration observation evidence.				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
4) Develop a master schedule that creates "house teams"(core teachers sharing same group of students) and allows for PLC time at the beginning of the day increasing the number of sections available to schedule students	Leaders: Administration, counselors, Department heads	1. Implementation can be measured by balanced class sizes and balanced "house teams" 2. Impact will be measured by comparing class rosters to verify balanced classes beginning of year and at semester.				
	Problem Statements: Curriculum, Instruction, and Assessment 2					

Comprehensive Support Strategy	Leaders: Social Studies department and instructional coaches.	1. Implementation can be measured by lesson plans and daily/weekly assessments.				
5) Implement Social Studies assessment and review and provide related projects for all students.		2. Impact will be measured by increase of state assessment scores.				
	Problem Statements: Student Achievement 4					
Comprehensive Support Strategy	Leaders: Administration, Instructional Coaches and the Social Studies department.	1. Implementation can be measured by lesson plans and Unit organizers.				
6) Broaden instructional methods of dispersing data for better student understanding (ex. powerpoints in conjunction w/ Big 8 and creating specifically chosen "flip lessons"), requiring daily warm-ups with pics/quotes/graphics, and requiring forms and specified data for the use of video implementation. (2A)		2. Impact will be measured by unit assessments and increased state assessment scores.				
	Problem Statements: Curriculum, Instruction, and Assessment 3					

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Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Social Studies scores continue to be well below acceptable standards **Root Cause 4**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all History classes and supported through RTI efforts.
Curriculum, Instruction, and Assessment
Problem Statement 1: Administrators struggled with meeting the walk throughs per week goal because of the management side of the campus.
Problem Statement 2: Managing discipline, parent contact, and talking about students needs to increase among teachers.
Problem Statement 3: The majority of the Social Studies department relied on power point presentations to deliver content to students.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 5: Cedar Creek Middle School will increase the number of students for the 2017-2018 school year who are mastering 8th Grade Science standards by 5% as measured by the STAAR examination.

   Evaluation Data Source(s) 5: Science STAAR

   Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) The science department will implement sheltered instruction, SIM, and Big 8 instructional strategies, and Saturday Camps (with a focus on anchor charts). (2A)	Leaders: Campus administration, instructional coach, SIM coach, and department head	1. Implementation can be measured by walk throughs in Eduphoria. 2. Impact can be measure by an increase in academic performance in CA, AT, mock STARR, and STAAR.				
Funding Sources: 211 - Title I, Part A - 0.00						
2) Students will dissect frogs in Science class to meet TEK standards.	Science Department	1.Implementanation can be measured by assessments. 2. Impact can be measuerd by student success in common assessments and academic targets.				
Funding Sources: 211 - Title I, Part A - 500.00						
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Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 6: 100% of Cedar Creek Middle School students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 6: STAAR date, Gates McGinity Testing

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) RTI teams will meet to target/support low-performing students. (CNA-Curriculum, Instruction, and Assessment #1) (2D)	Leaders: Special Eduction Department Chair Others: RTI Team, Special Education Casemanagers, District Representative	1. Implementation can be measured by the 1st 6 weeks calendar consisting of a yearly calendar that will set regular bi-weekly meetings. 2. Impact will be measured by a google shared agenda with minutes.				
	Problem Statements: Student Achievement 5					
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Refine RtI process to improve campus response/measurement plans for all Tiers of intervention to include tutoring with certified and non-certified personnel. (CNA-Curriculum, Instruction, and Assessment #1) (2D)	Leader(s): Special Education Department Chair and RTI Teacher Others Involved: RTI Team, RTI Teacher Assistants	1. Implementation can be measured by September 30, 2016 an established flow chart depicting the CCMS process for tier I, II, III. 2. Impact can be measured by an active website page located on the CCMS site showing our RTI process.				
	Problem Statements: Student Achievement 5					
	Funding Sources: 199-024 - State Compensatory Education - 35208.00					
3) Provide supplemental academic support for ELL and SpEd students to meet grade level expectations. (CNA-Student Achievement #1) (2C)	Leader(s): Special Education Department Chair and ESL Campus Coordinator Others Involved: ESL teachers, Push-In Content Teachers, Inclusion Teachers, Special Education Teachers	1. Implementation can be measured by 6 weeks common assessment data charted in the nest(Room 106) that depicts a less then 5 % difference between ELL and SpEd students. 2. Impact can be measured by end of the year STAAR data that shows ELL and SpEd students met progress.				
	Problem Statements: Student Achievement 5					
	Funding Sources: 211 - Title I, Part A - 0.00					

4) 4) Students will be screened BOY and EOY with a reading screener and those performing below grade level will be administered the Gates MacGinite. Struggling readers will be assigned to a Learning Strategies class to improve reading skills. (2D)	Leaders: Instructional coach, SIM coach and ELA teachers	1. Implementation can be measured by the end of September and the end of May by completion of struggling reader spreadsheet. 2. Impact can be measured by end of year STAAR data and EOY GATES data that show student progress.				
	Problem Statements: Curriculum, Instruction, and Assessment 4					
Comprehensive Support Strategy 5) RTI Paraprofessional will be assigned to one section of Special Education Inclusion class. (2D)	Leaders: Administration, RTI Coordinator	1. Implementation can be measured by observations and RTI paraprofessional documentation 2. Impact can be measured by comment assessment data, Academic Target data, and RTI documnetation				
	Problem Statements: Student Achievement 5					
	Funding Sources: 211 - Title I, Part A - 0.00					
6) Energy snacks will be provided to students during Saturday Camps (9 total).	Instructional Coaches, SIM Coach	1. Implementatio can be measured by SAturday Camp attendance sheets. 2. Impact can be measured by STAAR assessment data				
	Problem Statements: Student Achievement 2					
	Funding Sources: 211 - Title I, Part A - 400.00					
7) Supplies for interventions and documentation of interventions (ie. dictionaries, manila folders, markers, etc.) (2D)	Administration, Math Depatment, ELA Department	1. Implementation can be measured by Intervention plan and student attendance. 2. Impact can be measured by STAAR ELA and Math scores.				
	Funding Sources: 211 - Title I, Part A - 2500.00					

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Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 2: Math scores fell by 4 percentage points from the previous year, although they are higher than 2016-16 results **Root Cause 2**: Need to insure that the district's guaranteed and viable curriculum is consistently taught in all math classes and supported through RTI efforts.
Problem Statement 5: Special Education and ELL students are scoring significantly below the state average. **Root Cause 5**: Need to better implement Sheltered Instruction and scaffolding practices in all classrooms
Curriculum, Instruction, and Assessment
Problem Statement 4: Students that are reading below their grade level need to be placed in an intervention class to improve their skills.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 7: The attendance rate for all students at Cedar Creek Middle School will increase by 1% over the attendance rate of the previous year to equal 96.8% for the year.

Evaluation Data Source(s) 7: Attendance reports every 6 weeks

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative			Summative
			Oct	Jan	Mar	June
1) The campus will create an attendance committee geared towards opening communication with families over increasing attendance records. (3A, 3C)	Administration, truancy officer, attendance clerk, and attendance committee.	Implementation will be measured by the completed creation of a committee. Impact will be measured by the increase in student attendance.				
2) The campus will create partnerships between the school and district attendance personnel. (3A, 3C)	Administration, attendance committee, attendance clerk, and truancy officer	Implementation will be determined by an automated attendance committee and timely reports. Impact will be determined by an increase in student attendance.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 8: Cedar Creek Middle School will increase the number of students taking pre advanced placement classes in order to improved the students meeting the master level on the STAAR tests, this includes having one section of AP Spanish and have 50% of the students get a 3 or higher on the AP Spanish exam.

      Evaluation Data Source(s) 8: AP Exam scores and STAAR

      Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	**Jan**	**Mar**	**June**
1) Students who earned master level on the previous year's STAAR test will be recommended for Pre AP courses, as well as the district's open enrollment.	Leaders: Counselor	1. Implementation will be for STAAR mastered student names be provided for the counselors for master scheduling. 2. Impacted by additional students entering Pre Advanced courses and having the opportunity for high level questioning which will inturn improve mastery level on state tests by 33%.				
	Funding Sources: 199 - General Fund - 0.00					
2) Teachers will be trained for pre advanced placement courses that instruct with high level questioning and instruction.(College Board, GT, NMSI, Laying the Foundation)	Leaders: Instructional Coach Other Staff: Department Heads and AP Coordinator from Central.	1. Implementation will be for the instructional model to be scaffolded up by process, pacing, product or questioning evident by walk through and PLC discussions. 2. Impact will be for students to reach 33% mastery on the 2018 STAAR tests.				
	Funding Sources: 199 - General Fund - 0.00					
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Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 9: Cedar Creek Middle School will ensure all dyslexia students are provided with the necessary tools to reach their full learning potential.

   Evaluation Data Source(s) 9: Dyslexia screening, Gates-Mcginitie test, and STAAR testing

   Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Wilson training will be provided to a new Dyslexia coach. (2B)	Leaders: Administration, Dyslexia instructor	1. Implementation can be measured by completion of the required training. 2. Impact will be measured by an increase in state assessment scores and daily instruction.				
	Problem Statements: Student Achievement 5					
2) Departments will provide necessary screenings, accommodations, and meetings for all dyslexia students as required by state law. (2B)	Leaders: Administrators, ARD committee	1. Implementation can be measured by SPED data, ARDS, and PEIMS data. 2. Impact will be measured by an increase in state assessment scores and daily instruction.				
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Performance Objective 9 Problem Statements:

Student Achievement
Problem Statement 5: Special Education and ELL students are scoring significantly below the state average. **Root Cause 5**: Need to better implement Sheltered Instruction and scaffolding practices in all classrooms

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 10: ESL students will receive sheltered instruction on an SI team. ESL students will be progressed monitored.

    Evaluation Data Source(s) 10:

    Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) ELL students will be scheduled on SI House Teams by counselors. ELL student progress will be monitored each weeks. (2C)	Leaders: LPAC Coordinator, ELL Case manager, administration team, ESL teacher and para	1. Implementation will be measured by regular classroom observations. 2. Impact will be measured by increased academic performance on CA, AT, mock STAAR, STAAR, and a reduction in progress monitoring due to failing a core class.				
Funding Sources: 199-024 - State Compensatory Education - 35924.00						
2) ELL Department will purchase supplies for various projects in class (ie. origami, book reports, etc.) (2C)	ESL Teachers	1. Implementation will be measured by grades and/or assessment results. 2. Impact will measured by TELPAS scores and number of students exited from program.				
Funding Sources: 199-025 - Bilingual/ESL - 800.00						
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Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Cedar Creek Middle School will increase the number of notifications, sent via social media (Facebook and Twitter), email, etc. to parents, business, and community members by 25%.

Evaluation Data Source(s) 1: Website navigation reports, twitter retweets, and all call system review.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Increase relevancy and accuracy of staff web pages (CNA - Tech.) (3A, 3C)	Leaders: Campus Webmaster and Campus Administrators Others: Campus TIG	1.Implementation can be measured by regular checks of webpages. 2.Impact can be measured by statistics in staff webpages.				
	Problem Statements: Technology 2					
	Funding Sources: 199 - General Fund - 0.00					
2) Increase staff utilization of informative emails to parents. (CNA - Tech) (3A, 3C)	Leaders: Campus Webmaster and Campus Administrators Others: Department Heads and Campus Instructional Specialist	1. Implementation can be measured by including admin on all skyward generated communications 2. Impact can be measured a minimum of 2 informational emails each six-weeks grading period.				
	Problem Statements: Technology 3					
3) Increase staff utilization of social media to promote CCMS (CNA - Tech) (3A, 3C)	Leaders: Campus Webmaster and Campus Administrators Others: Campus TIG	Implementation can be measured by school leaders following all staff Impact can be measured by views and trending data of school related tweets.				
	Problem Statements: Technology 2					
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Performance Objective 1 Problem Statements:

Technology

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Campus #106
October 9, 2018 8:10 pm

Problem Statement 2: Teachers are not trained on social media expectations and not all teachers have accounts.
Problem Statement 3: Not all teachers have in-depth Skyward Message Center training to be able to email students in this way.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 2: Cedar Creek Middle School will increase the number of positive notifications, sent via email, phone call, HERO K-12 Notifications, etc. to parents by 50%

   Evaluation Data Source(s) 2: Hero K-12 reports, Skyward referral, attendance reports.

   Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) HERO will be used to communicate with students and parents about behavior at CCM. HERO is used to track and award points for positive behavior and for behavior infractions. (1B, 3A, 3C)	Leaders: Classroom teachers Others: Administration	1. Implementation can be measured by number of points awarded to students for positive behavior and by tracking student offenses. 2. Impact can be measured by the number of students visiting the HERO store to redeem points.				
	Problem Statements: Technology 4					
	Funding Sources: 199 - General Fund - 0.00					

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Performance Objective 2 Problem Statements:

Technology
Problem Statement 4: HERO K-12 software was new to all staff member and require more training to communicate with parents in this way.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 3: Cedar Creek Middle School will have a minimum of two (2) customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

   Evaluation Data Source(s) 3:

   Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Front office staff will have a customer service training once per semester to assure 100% customer service is delivered to all visitors. (3A, 3C)	Administration	1. Implementation can be measured by suggestions boxes and QR code community surverys. 2. Impact can be measured by considering suggestions and evaluating community surverys.				
	Problem Statements: Parent and Community Engagement 3					
2) Monthly meetings with office staff to address needs of community, parents, and staff. (3A, 3C)	Admistration	1. Implementation can be measured by sign in sheets 2. Impact can be measured by positive surveys and suggestions in comments boxes.				
	Problem Statements: Parent and Community Engagement 3					
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Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 3: Community members spoke to the principal on 3 occasions in the past year of being treated unfairly and that there needs were not met.

Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 1: Teachers with 0-3 years of experience participation in our New Teacher Academy will increase by 15%.

Evaluation Data Source(s) 1: New teacher curriculum discussion questions and feedback.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) New teachers will be given a yearly schedule of professional developments that will involve classroom management, lesson design, differention, lesson design, parent communication and the law. (CNA - Staff Quality)	Leader: New Teacher Academy Coordinator Others Involved: New Teachers, Mentors, Administration	1. Implementation can be measured by attendance sign-in and completion of their workbook after each session. 2. Impact can be measured by the number of proficiencies in T-TESS.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2					
	Funding Sources: 199 - General Fund - 0.00					
2) Mentors will be properly trained and assigned to new teachers with a weekly schedule of tasks and communication logs. (CNA - Staff Quality)	Leader: New Teacher Academy Coordinator Others Involved: New Teachers, Mentors, Administration	1. Implementation can be measured by weekly communication logs and topic focuses. 2. Impact can be measured by T-TESS evaluations and walk-throughs.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2					
	Funding Sources: 199 - General Fund - 0.00					
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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: New teachers feel that the New Teacher Program can be effective in other ways. **Root Cause 2**: New Teacher program could of been more focus on what they had questions (ie. how to use skyward), more about the logistics of being a teacher on a campus.

Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 2: At Cedar Creek Middle School, the number of teachers that demonstrate instructional effectiveness (as measured by TTESS, walkthroughs, etc.) will increase from proficient to accomplished and/or distinguished by 25%.

   Evaluation Data Source(s) 2: TTESS Evaluations, Eduphoria Walkthroughs

   Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Teachers not new to the campus will received a refresher training on the expectations of the TTESS evaluation instrument.	Principal, Assistant Principals	1. Implementation can be measured by formal TTESS evaluations of all current teachers at Cedar Creek Middle School. 2. Impact can be measured by the evaluating teachers using the TTESS instrument.				
	Problem Statements: Staff Quality, Recruitment, and Retention 3					
Comprehensive Support Strategy 2) Teachers new to the campus will received a refresher training on the expectations of the TTESS evaluation instrument.	Principal, Assistant Principals	1. Implementation can be measured by formal TTESS evaluations of all current teachers at Cedar Creek Middle School. 2. Impact can be measured by the evaluating teachers using the TTESS instrument.				
	Problem Statements: Staff Quality, Recruitment, and Retention 4					
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Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 3: During the 16-17 school year, teachers were new to the TTESS evaluation instrument and were unsure of what to expect in their evaluation. They need to be reminded of the TTESS process.
Problem Statement 4: New teachers to the profession have not been evaluated using TTESS and are unsure of what to expect in their evaluations.

Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 3: Cedar Creek Middle School will increase the number of professional development opportunities offered to teachers and staff by 10%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Instructional Coach will research professional development opportunities to present to administration for approval.	Department Heads, Administration	1. Implementation can be measured by training certificates and sign in sheets. 2. Impact can be measured by walkthroughs and looking for strategies that were learned in the professional development.				
	Problem Statements: Staff Quality, Recruitment, and Retention 5					
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 2) Personnel associated with submitted professional development requests will be trained on how to submit Title I funded requests.	Campus Staff, Administration	1. Implementation can be measured by sign in sheets and paperwork verification. 2. Impact can be measured by budget comparisons in relation to professional development approvals.				
	Problem Statements: Staff Quality, Recruitment, and Retention 5					
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 3) Teachers(Science) will attend a state wide conference to partner with community stakeholders to build communication and strategy for low performing TEKS. (CNA - Fam/Comm Involve)	Leaders: Stevenson Others: 3 Science Teachers and an Administrator.	1. Implementation can be measured by PLC presentation on campus as well as district wide. 2. Impact can be measured by lesson plan depiction of spiraled lessons, professional developments district wide , gratitude letters to CAST presenters with Cedar Creek logo and a 3% improvement on the Mock Science STAAR Test.				
	Funding Sources: 211 - Title I, Part A - 810.00					
Critical Success Factors CSF 1 4) Tested content teachers will attend Rockin Review Conference to learn techniques that will focus on how to motivate students to engage with content that they may have struggled with earlier in the year	Adminstration, Instructional Coaches Funding Sources: 211 - Title I, Part A - 900.00					

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Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 5: Not all departments approached administration to take advantage of professional development. We will train departments head of the PD process and how to request for funds to attend such events.

Goal 3: We will recruit, equip, and retain staff to increase continuity and qualtiy.

Performance Objective 4: The number of teachers at Cedar Creek Middle School certified English as a Second Language, and/or Special Education will increase by at least 10%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Comprehensive Support Strategy 1) Leadership team will advise teachers in opportunities and benefits of certifications. (2C)	Administration	1. Implementation can be measured by ESL Academy attendance and SPED test enrollments. 2. Impact can be measured by the number of newly certified teachers as compared to last academic year.				
	Problem Statements: Staff Quality, Recruitment, and Retention 6					
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Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 6: ESL Academy offered by the district was Fridays and Saturdays. We had other teachers absent on Fridays which prevents scheduled teachers to attend the academy.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: 100% of Cedar Creek Middle School students will have an understanding of graduation requirements and post-secondary options.

Evaluation Data Source(s) 1: Career Portals guest speaker lists and HB5 presentations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) All 7th graders will receive instruction on graduation requirements and post-secondary options through the Career Portals class. (CNA Student Achievement Summary)	Leaders: College and Career Readiness teachers Others Involved: Counselors	1. Implementation can be measured by master schedule reflection that all 7th graders and incoming 8th graders have successful completed the Career Portals class. 2. Impact can be measured by student displays of their portolios outside the portals classroom that depicts their post secondary options.				
Problem Statements: Parent and Community Engagement 7						
Funding Sources: 199 - General Fund - 0.00						
Comprehensive Support Strategy 2) Students will explore a college each semester through a guided field trip led by the career portals teachers, in addition to various educational speakers throughout the semester. (CNA Student Achievement Summary)	Leader(s): College and Career Readiness Teachers Others Involved: Counselors, Administrators	1. Implementation can be measured by scheduled speakers located on the CCMS google calendar by September 30, 2017. 2. Impact can be measured by student discussions ending in a career portfolio shared with their Career Portals teacher.				
Problem Statements: Parent and Community Engagement 7						
Funding Sources: 199 - General Fund - 0.00						
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 7: Conflicts with CCHS caused the 7th grade student field trip to be cancelled last year. We will plan another way to expose students on the different pathways available.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 2: Increase effectiveness of community and business partnerships with CCMS by 30%

    Evaluation Data Source(s) 2: Number of business partners with CCMS on a yearly basis.

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Increase Utilization of Bastrop Chamber Of Commerce Grant Program (CNA - Fam/Comm Involvement) (3B)	Leaders: Administrators Others: Any Staff who apply for a Bastrop Education Foundation Grant	1). Implementation can be measured by CCMS staff who participate in the We Believe grant process 2) Impact can be measured by the number of grant applications completed and awarded by CCMS staff.				
	Problem Statements: Parent and Community Engagement 8					
	Funding Sources: 199 - General Fund - 0.00					
2) Increase participation in Chamber of Commerce events by CCMS . (CNA - Fam/Comm Involvement) (3B)	Leaders: Administrators Others: Any Staff and Students representing CCMS in organizations.	1). Implementation can be measured by CCMS staff who participate in Chamber projects 2) Impact can be measured by number of service hours completed and events attended by CCMS staff and students				
	Problem Statements: Parent and Community Engagement 8					
	Funding Sources: 199 - General Fund - 0.00					

✔ = Accomplished   ➡ = Continue/Modify   🥧 = Considerable   ◔ = Some Progress   ⚪ = No Progress   ✖ = Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 8: Staff can not attend Chamber of Commerce meetings because shortage of substitutes.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 3: The total number of disciplinary incidents at Cedar Creek Middle School will decrease by 50%.

   Evaluation Data Source(s) 3: Behavior tracking with the HERO K-12 software

   Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) CCMS started a new PBIS Initiative In January 2017 with HERO K-12 software. (1B)	PBIS Coordinator, Principal	1. Implementation can be measured by looking at HERO K-12 reports on how often teachers issue Eagle Points to students. 2. Impact can be measured by looking at discipline data, attendance data, and by student/teacher surveys.				
	Problem Statements: Parent and Community Engagement 9					
	Funding Sources: 199 - General Fund - 4400.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 2) PBIS Commitee meets bi-weekly (1B)	PBIS Coordinator, Princpal	1. Implementation can be measured by sign in sheets and agenda items. 2. Impact can be measured by the minutes taken and meetings. Also actions taken as a result of the meetings.				
	Problem Statements: Parent and Community Engagement 9					
	Funding Sources: 211 - Title I, Part A - 0.00					
✓ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue						

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 9: HERO K-12 initiative was started during the Fall 2017 semester. Not all teaches mastered how to use it.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 4: Cedar Creek Middle School will increase the number of collaborative educational involvement activities and events for parents and community members by 25% to promote teamwork and unity in the education of students.

      Evaluation Data Source(s) 4:

      Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Cedar Creek Middle School Events will be held in the evenings and by parent notifiations to allow increase in participation. (3A, 3C)	Counselors, Event Coordinators	1. Implementation can be measured by the number parents on the sign in sheets. 2. Impact can be measured by parent surveys after school sponsored events.				
	Problem Statements: Parent and Community Engagement 11					
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 2) Cedar Creek Middle School will host parent meetings (Conexion) in various languages to inform parents of important issues occurring on campus. (3A, 3C)	Counselors, ESL Coordinator.	1. Parent and family participation can be monitored by the number of parents that sign in to the meetings which will be hosted in various languages. 2. Impact can be measured by parent questioners and discussions.				
	Problem Statements: Parent and Community Engagement 13					
	Funding Sources: 211 - Title I, Part A - 0.00					
3) Students will participate in TMSCA competitions to enhance their Math and Science skills.	TMSCA sponsor, administration	1. TMSCA can be monitored by the number of students that qualify for these competitions. 2. Impact can be measured by the number of students that qualify for competitions.				
	Problem Statements: Parent and Community Engagement 13					
	Funding Sources: 211 - Title I, Part A - 2455.70					
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 4 Problem Statements:

Parent and Community Engagement

Problem Statement 11: Parents can not attend events during the school day because of parent's employment.

Problem Statement 13: There is a lack of communication with parents to inform them of school business affairs.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 5: Cedar Creek Middle School personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 15%.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
			Formative			
			Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Cedar Creek Middle School will work with Goldstar to create an evening route to bring and take parents home after events. (3A, 3C)	Administration	1. Implementation can be measured by the number of parents requiring transportation on specified events. 2. Impact can be measured by the number of parents attending meetings.				
	Problem Statements: Parent and Community Engagement 10					
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Cedar Creek Middle School will increase PTA parent membership by 50%. (3A, 3C)	PTA liaison	By increasing parent participation, we expect student involvement student scores and participation to also increase.				
	Problem Statements: Parent and Community Engagement 12					
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 3) Cedar Creek Middle School will put a policy in place to invite parents to more school sponsor events. (3A, 3C)	administration and athletic coordinator.	Increased parent participation in school events.				
	Problem Statements: Parent and Community Engagement 13					
	Funding Sources: 211 - Title I, Part A - 0.00					

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Performance Objective 5 Problem Statements:

Parent and Community Engagement
Problem Statement 10: Parents can no attend parent meetings because of lack of transportation and child care.
Problem Statement 12: There is low participation in parent members for PTA.
Problem Statement 13: There is a lack of communication with parents to inform them of school business affairs.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 6: Cedar Creek will actively work to increase a positive and inclusive climate within the campus and the community.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
1) CCMS will work to provide individualized mentors for students based on that child's specific needs.(1B, 1C, 1D)	Administration, PBIS, Counselors, Staff	1. Expectation is that students will be supported at difficult times or year long (as needed) to promote emotional growth. 2. Impact will be determined based on student's grades, BIP, and discipline record.				
2) CCMS will bridge the gap between the campus and the community by increasing the number of volunteers (VIPS's) on campus and at school events.	Administration, PBIS, counselors, community members.	1. Expectation is that campus and community partnerships will strengthen the schools academic and behavioral records. 2. Impact will be determined by a documented number of volunteers signed up.				
3) CCMS will work to build stronger partnerships between the campus and community through collaborative support by using SEL resources to provide lessons in the classrooms.(1D)	Administartion, PBIS, counselors, staff, businesses.	1. Expectation is that local businesses and organizations will feel welcomed and appreciated within the school. 2. Impact will be felt through the number of community partners who serve the school.				
	Problem Statements: Parent and Community Engagement 14					
	Funding Sources: 211 - Title I, Part A - 900.00					
4) CCMS will introduce Second Steps as a tool to help build relationships between the staff and students for the benefit of mutual respect between all invested parties. (1D)	Administration, PBIS, counselors, staff.	1. Expectation is Second Steps will result in mutual partnerships and understanding between the teachers and students. 2. Impact will be determined by state testing scores and discipline records.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Performance Objective 6 Problem Statements:

Parent and Community Engagement

Problem Statement 14: Counselors could not get to lessons in the classroom because of the workload and lack of resources.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Communicate with parents regarding behavior concerns prior to writing referrals. Classroom teachers will write referrals for level II offenses and will handle level I offenses as part of their classroom management. Use restorative practices to help students make better choices for their behavior and actions. (1B, 1C, 3A, 3C)
1	2	1	Improve implementation fidelity of Read 180 through monitoring, teacher feedback, and implementation coaching/support. (CNA-Curriculum, Instruction, and Assessment #3) (2B, 2C)
1	2	3	Improve 7th grade reading skills in inferencing and summarization for each student to meet the progress measurement of the 7th grade STAAR assessment by utilizing reading warm-ups with 4-5 questions, continued use of SIM content enhancement/Frames, and increase amount and variance of texts. (2B)
1	2	4	Improve 7th grade writing skills for each student to meet the progress measurement of the 7th grade STAAR assessment by increasing expository writer's workshops in ELA with peer and teacher feedback, increase by tracking writing across contents, utilize revising and editing warm-ups, and continued use of SIM content enhancement routines. (2B)
1	2	5	Purchase new book for PreAP ELA 8th students, Anthem by Ayn Rand (2B)
1	3	1	The department will use Math 180 to address struggling learners for both 7th and 8th Grade. (2C)
1	3	2	The Math Department will attend calculator training for teachers from Texas Instruments .
1	3	3	Math teachers will use STEP UP to the TEKS curriculum in intervention classes and for Tier I instruction. (2A)
1	4	1	Departments and House teams will meet during PLCs and during planning days to monitor the progress of all students, noting areas of strength and areas or refinement. (CNA-Student Achievement Data) (2A)
1	4	2	Departments to include Learning Strategies Teacher, will create unit organizers (SIM), and implement Big 8. Daily meetings with Instructional Coach/SIM Coach to analyze scope/sequence and curricular implementation. (CNA-Curriculum, Instruction, and Assessment) (2A)
1	4	5	Implement Social Studies assessment and review and provide related projects for all students.
1	4	6	Broaden instructional methods of dispersing data for better student understanding (ex. powerpoints in conjunction w/ Big 8 and creating specifically chosen "flip lessons"), requiring daily warm-ups with pics/quotes/graphics, and requiring forms and specified data for the use of video implementation. (2A)
1	5	1	The science department will implement sheltered instruction, SIM, and Big 8 instructional strategies, and Saturday Camps (with a focus on anchor charts). (2A)
1	6	5	RTI Paraprofessional will be assigned to one section of Special Education Inclusion class. (2D)
1	10	1	ELL students will be scheduled on SI House Teams by counselors. ELL student progress will be monitored each weeks. (2C)

Goal	Objective	Strategy	Description
2	1	1	Increase relevancy and accuracy of staff web pages (CNA - Tech.) (3A, 3C)
2	2	1	HERO will be used to communicate with students and parents about behavior at CCM. HERO is used to track and award points for positive behavior and for behavior infractions. (1B, 3A, 3C)
3	2	1	Teachers not new to the campus will received a refresher training on the expectations of the TTESS evaluation instrument.
3	2	2	Teachers new to the campus will received a refresher training on the expectations of the TTESS evaluation instrument.
3	3	2	Personnel associated with submitted professional development requests will be trained on how to submit Title I funded requests.
3	3	3	Teachers(Science) will attend a state wide conference to partner with community stakeholders to build communication and strategy for low performing TEKS. (CNA - Fam/Comm Involve)
3	4	1	Leadership team will advise teachers in opportunities and benefits of certifications. (2C)
4	1	1	All 7th graders will receive instruction on graduation requirements and post-secondary options through the Career Portals class. (CNA Student Achievement Summary)
4	1	2	Students will explore a college each semester through a guided field trip led by the career portals teachers, in addition to various educational speakers throughout the semester. (CNA Student Achievement Summary)
4	2	1	Increase Utilization of Bastrop Chamber Of Commerce Grant Program (CNA - Fam/Comm Involvement) (3B)
4	3	2	PBIS Commitee meets bi-weekly (1B)
4	4	1	Cedar Creek Middle School Events will be held in the evenings and by parent notifiations to allow increase in participation. (3A, 3C)
4	4	2	Cedar Creek Middle School will host parent meetings (Conexion) in various languages to inform parents of important issues occurring on campus. (3A, 3C)
4	5	1	Cedar Creek Middle School will work with Goldstar to create an evening route to bring and take parents home after events. (3A, 3C)
4	5	3	Cedar Creek Middle School will put a policy in place to invite parents to more school sponsor events. (3A, 3C)

State Compensatory

Budget for Cedar Creek Middle:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$55,631.69
199-24	6129 Salaries or Wages for Support Personnel	$40,392.00
	6100 Subtotal:	**$96,023.69**

Personnel for Cedar Creek Middle:

Name	Position	Program	FTE
Cedar Creek Middle		Dyslexia	1.0
Cedar Creek Middle		Instructional Support	2.0
Teacher	Learning Strategies Teachers	SIM	1
Teacher	Learning Strategies/Read 180	Read 180	1
Teacher Assistants	RTI Teacher Assistants	RTI	.29

Plan Notes

State Compensatory Education

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

LASERS

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connections to the LASERS are shown in this plan's literacy strategies to show alignment with the State's literacy plan. The numbers listed with the letter from LASERS corresponds to a specific action step within that component.

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			$0.00
1	8	1			$0.00
1	8	2			$0.00
2	1	1	No Funding Needed		$0.00
2	2	1	BEF Grant Funding		$0.00
3	1	1			$0.00
3	1	2			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	3	1	Intial hardware and software subscription		$2,200.00
4	3	1	Initial hardware and software subscription - PTA paid for half the cost		$2,200.00
				Sub-Total	$4,400.00

199-024 - State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$13,917.00
1	2	1			$71,933.00
1	4	2		1 FTE	$56,882.00
1	6	2			$21,426.00
1	6	2			$13,782.00
1	10	1	Sheltered instruction academy, PD on sheltered instruction		$35,924.00
				Sub-Total	$213,864.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Data analysis from SKyward, PBIS meetings		$0.00
1	2	3	SIM		$0.00
1	2	4			$0.00
1	2	5			$449.10
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$856.00
1	3	4			$4,000.00
1	3	5			$4,000.00
1	4	1			$0.00
1	4	2			$0.00
1	5	1	Train staff on sheltered instruction		$0.00
1	5	2			$500.00
1	6	1			$0.00
1	6	3			$0.00
1	6	5			$0.00
1	6	6			$400.00
1	6	7			$2,500.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$810.00
3	3	4			$900.00
4	3	2			$0.00
4	4	1			$0.00
4	4	2			$0.00
4	4	3			$2,455.70

4	5	1			$0.00
4	5	2			$0.00
4	5	3			$0.00
4	6	3			$900.00
				Sub-Total	$17,770.80

199-025 - Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	2			$800.00
				Sub-Total	$800.00
				Grand Total	$236,834.80