

Bastrop Independent School District
Cedar Creek Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Cedar Creek Elementary supports the academics, social, and emotional development of all students and is committed in building a culture of high expectations for all.

Vision

We will create a community of learners who are empowered to reach high levels of academic success, fostered by an environment that is creative, collaborative, connected, and cooperative.

Core Beliefs

We Believe That....

- Family is the foundation that supports the development of the individual and the community.
- Respect for other and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A Culture of high expectations is a commitment to our future.
- Positive character produces positive actions.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Creek Elementary Hispanic population continues to make up the majority of student population. Enrollment at CCE is at about 85% of Hispanic/Latino descent. According to our student data, about 80% of student population is low social economically disadvantage. We were at about 789 students enrolled at our campus. In 2016-2017, there are 13 teachers with 10 plus years of experience on campus. GT certified teachers are steadily increasing.

Demographics Strengths

- Retention of teachers with 10 plus years of experience
- ESL certified
- GT certified teachers are steadily increasing
- Bilingual Administration

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our data indicates that there is a decrease in numbers for identifying students as GT. Based on the enrollment of our campus, we should see an increase of students being identified GT.

Problem Statement 2: There is a decrease in teacher retention and it is important to maintain highly qualified teachers.

Student Achievement

Student Achievement Summary

The data sources used for this area was PreK Circle Data, EOY TPRI and Tejas LEE scores for Kinder through 2nd grade, Mock scores, and TELPAS information. Base on this data, Cedar Creek Elementary show strengths in reading and math for our monolingual students in different areas. Although all students across grade levels continue to make minimal progress in reading fluency and comprehension. CCE students also continue to gradual progress in math computation and multi-step word problems. Bilingual students will require more support in all content areas.

Student Achievement Strengths

Reading- Monolingual

- PreK- Identifying Rhyming Words and Orally discriminate beginning sounds
- Kinder-Graphophonemic knowledge (letters and sounds)
- 1st- Phonemic awareness/Graphophonemic knowledge
- 2nd- Vocabulary/Expository Text/Making Inferences using text/Fiction Elements
- 3rd- Themes
- 4th- Context clues, using dictionary to find meaning, using theme and genre, text features

Math- Monolingual

- PreK- Number Discrimination, Shape Discrimination, Number Naming, Shape Naming, Counting Sets
- Kinder- Number identification
- 1st- Grade- Place Value, Word Problems, Counting Coins, Skip Counting, Missing, addends for adding and subtracting, Geometry, Fractions, Data Analysis and Graphing
- 2nd- Place Value, Fractions, Multiplication, Area/Measurement, Data Analysis and Graphing
- 3rd- Comparing Numbers, Multiplication Facts
- 4th- Decimals, Comparing Fractions, Data Representation

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Pre-K Words in a sentence: Self Generated, Syllabication, Onset-Rime, Alliteration Math: Operations-orally comprehend problem solving and rote counting to 21

Problem Statement 2: Reading: Kinder-Phonemic Awareness Math: Magnitude Comparisons and Number Sequence

Problem Statement 3: Reading: 1st- Word Recognition/Fluency Math: Understanding Expressions, Magnitude Comparisons, and Number Sequence

Problem Statement 4: Reading: 2nd- Graphophonemic Knowledge, Word Study, Comprehension, Fluency and all 2nd grade TEKS are below 60% Math: Comparing Numbers, Adding and Subtracting, Word Problems, Estimating Length, Magnitude Comparisons

Problem Statement 5: Reading: 3rd- Visual Language, Text Features Math: Measurement and Geometry, Multi-step Problems (all operations), Equivalent Fractions, Computations

Problem Statement 6: Reading: 4th- Drama, Comprehension with informational text, Connections and Inferences across all genres Math: Measurement and Geometry, Profit Rounding Multi-step problems all operations

School Culture and Climate

School Culture and Climate Summary

The data sources used to assess school culture and climate were attendance data and strategies, PBIS meeting notes, and the District climate survey in which 45 personnel replied. According to the data, our strengths at CCE are teachers work well as a team, students enjoy coming to school, have a strong desire to learn, are engaged in their learning, and CCE encourages and facilitates parental involvement. We currently don't have a problem with attendance and have some rewards in place to keep attendance high. Additionally, EAFK, Eagle Pride recognition and Genius Hour at the library have been identified as effective positive behavior reinforcement strategies.

The needs identified at CCE are effective communication from administration, school morale, and a school-wide behavior system (adhered to by all staff) introduced at the beginning of the year.

Our vision is improved communication between administration and staff, increased school morale, and implementing a school-wide behavior system that everyone can follow. To achieve this vision, we will collaborate with all staff to develop a plan of action to address the areas of need.

School Culture and Climate Strengths

- Collaboration and support amongst colleagues is a strength at CCE.
- Our District Staff climate survey shows that 78% of survey responders enjoy coming to work each day.
- 100% of the responders feel supported by their colleagues.
- Overall our school attendance is steady. CCE is addressing ways to increase attendance and we have some reward incentives in place.
- Effective strategies for enforcing positive student behavior were identified as Eagle Pride, Early Act First Knight program, social contracts, and Genius Hour.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase communication between staff and Administration to improve school moral.

Problem Statement 2: We need to create school-wide behavior expectations to reduce the amount of student referrals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bastrop ISD is conveniently located 25 miles west of Austin, TX. The district is within distance of various regional universities and colleges as well as to a flagship university to recruit well-trained teachers. TEA (2015-2016) recorded years of experience for the professional teaching staff in Bastrop ISD.

This data indicates that nearly 61% of all professional staff have 6+ years of teaching experience. It is also important to note the district's average of new teachers remains below the state's average indicating teachers are remaining in the district beyond their first year in the classroom. Nearly 24% of all teaching staff hold advanced graduate degrees.

Nearly 17%, more than the state average, of teaching staff have 20+ years in education and are dedicated to this community. The district has invested in a Professional Development model that supports continuous growth.

The district participates in selected association meetings, conferences, and job fairs that target administration, minorities, and bilingual certified teachers. Current education research indicates new teachers entering the profession are at an all-time low (neaToday, 2016). The National Education Association (2013) noted salary plays a significant factor in teacher retention, especially for new teachers, as they realize the additional hours beyond the school day and week can be highly demanding for planning, professional development, and preparation. For this reason, the district should note the following data regarding salaries provided by TEA (2016) specific to Bastrop ISD.

Staff Quality, Recruitment, and Retention Strengths

- The district has made an effort to provide relevant and on-going professional development for staff members across grade levels and content areas to support high quality teaching. Some of these on-going trainings include The Heart of Texas Writing Institute, ESL Academy, Sheltered Instruction, and Technology Integration.
- Additionally, the district is moving towards all paraprofessionals meeting Highly Qualified standards as defined by the state of Texas. The district has opted to have our own staff members trained to be official trainers so that this process may continue.
- The district implemented in 2016-2017 a \$4,500 stipend for any teacher who occupies a bilingual classroom in an effort to attract educators to this high demand field. Secondly, Bastrop ISD also offers a \$600 stipend for educators certified in ESL instruction.
- The district has an established partnership with the Bastrop Education Foundation which offers grants for innovative teaching.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The district is below the state's averages in retaining teachers with 6-10 years and 11-20 years' experience.

Problem Statement 2: The district's average salary for teachers remains over \$2,000 less than the state's average.

Problem Statement 3: There remains a high demand for certified bilingual teachers.

Problem Statement 4: Professional development to build capacity for aspiring campus leadership.

Problem Statement 5: Professional development to ensure paraprofessionals meet highly qualified requirements.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Tutoring: Tutoring consisted of after-school and push-in tutors which was effective in having students work in smaller groups with prescriptive lessons. However, more effective implementation, such as more input on when to begin, scheduling, and what it will look like in the classrooms next year would greatly improve overall results.

PLC: Weekly PLC's allowed time for teams to collaborate, plan, and differentiate for all students by analyzing curriculum documents and data. However, so much time was spent on collaboration that often effective daily lesson planning could not be finished in the allotted time.

Dyslexia: Basic Language Skills program is effective for increasing reading levels for dyslexic students. However, more progress can be made if more time were allotted each day for instruction.

RTI: Students are referred to RTI after being identified as weak with reading and/or math via academic targets. There has been an increase in reading levels, vocabulary and decoding skills. However, more effective time constraints for instruction, acquiring appropriate resources, and limiting group sizes would improve the overall results. Collaboration with classroom teachers would also greatly benefit the quality of instruction.

Heart of Texas Writing: The Heart of Texas Writing Project engages students in writing by offering opportunities of mentor texts, modeling, and choice of topics. However, if the program is not utilized effectively at each grade level, it is not beneficial. It would also be more helpful if it were more closely aligned with TEKS, and teachers were trained more on how to integrate with teaching of sentence structure.

Bilingual: The Bilingual Instruction Model provides systematic, in class support by focusing on the successful implementation of the Bi-literacy Model which bridges instruction for students in students' 1st and 2nd language. In conjunction, students are provided with SIOP strategies to help improve instruction and student understanding. Throughout the year, training is provided to teachers through Bilingual Staff Development Sessions, Bilingual PLC's, Bilingual Cohort and Grade Team Level Collaboration. Best Practices are used such as Vocabulary Instruction and Dictados to help further language development. To increase effectiveness, the need to recruit and hire highly qualified Bilingual/ESL instructional staff is essential. There is also a need for more resources in the content areas, especially Math, Science, and Social Studies. Continued in-service on Best Practices and STAAR Prep would greatly benefit the teachers with instruction. Collaboration about Uniformed Assessments across grade level would also assist quality instruction.

Curriculum, Instruction, and Assessment Strengths

Topic: Tutoring

After-School:

- small groups
- quiet and focused atmosphere
- prescriptive based on data

Push-In:

- skills folders for selected students based on data
- multiple tutors met with students for extra support

Topic: PLCs

- great support for new team members
- collaboration!
- new lesson plan doc made us stop and think/plan differentiation for all students and justify all activities
- great benefit
- best way to plan and gives consistency in grade levels
- grades and guidelines for expected level of learning

Topic: Bilingual

- Bi-literacy Model-Bridging Information
- SIOP Strategies
- Bilingual Training Sessions, Bilingual PLC's On Campus, Bilingual Cohort, Team Collaboration, Push in Tutors
- Dictados, Dictation/Vocabulary Development

Topic: Heart of Texas Writing

- Productive system for creating life long writers
- Offers multiple opportunities for mentor text and modeling
- Students have power of choice of topics
- Allows for creativeness
- Editing becomes more valuable
- Students enjoy writing time.

Topic: Dyslexia

- Multisensory
- Repetitive

- Researched Based
- Sequential
- Targets deficits in phonology, handwriting, spelling, and reading

Topic: RtI

- Increased decoding skills
- Reading levels have increased
- Building Vocabulary
- Positive Outlook

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: CCE continues to hire highly qualified Bilingual/ESL teachers in order to provide rigorous Bilingual instruction to serve our ELL population. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. CCE continues to align uniformed assessments across grade levels for academic success.

Problem Statement 2: For tutoring, there needs to be more, timely communication between all involved parties, tutors require trained/knowledge of strategies before working with students, have built in time for teacher/tutor communication, and more flexibility for scheduling in order to achieve a successful tutoring program.

Family and Community Involvement

Family and Community Involvement Summary

Community Involvement: Cedar Creek Elementary enjoys partnerships with the Cedar Creek United Methodist Church and Caldwell Family (Cedar Creek Rotary). We get some support through the Bastrop Chamber of Commerce's "We Believe in BISD" campaign. Businesses are not assigned to the camps and participation rotates. Some of the teacher get support via grants provided through the Bastrop Education Foundation. Total dollar amount depends upon the number of teachers who apply, quality of applications, and dollars available. Staff at CCE will receive \$1800 for the 2017-2018 school year.

Family Involvement: Cedar Creek Elementary archives sign in sheets for events (Thanksgiving Luncheon and EAFK/other awards ceremonies). Parents do come to eat lunch with their children and attend special events during the day. CCE has several opportunities for families to participate throughout the year (i.e Winter Book Fair, Literacy Night, Science Fair/Family Night, and Spring Book Fair). Campus principals also hosts 4 session of "Coffee with the Principal". Newsletters go to parents in English and Spanish either weekly or monthly depending upon grade level. A campus CCE newsletter goes out monthly. Teachers are required to have parent/teacher conferences at least 2 or more a year. The campus makes a special effort to accommodate parents who need translation assistance.

Family and Community Involvement Strengths

- Parents supports what happens at school by attending events and contributing to efforts like fund-raising and volunteering for special events.
- Teacher Liaison helps keep the line of communication open between PTA and faculty.
- Strong community connections

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Providing more advertisement for school events to increase parent involvement.

Problem Statement 2: CCE needs a Technology Event on our campus for parents and community to ensure all parties are up to date with the technology and applications students are using at school.

Problem Statement 3: Provide parents a survey of how they may be able to help and support CCE.

School Context and Organization

School Context and Organization Summary

Data highlights that the district provides general support for the campus in terms of resources, providing the appropriate personnel. It is noted that teachers are supported by Administration especially with providing time to plan. The current CCE's master schedule provides teachers with ample planning time to ensure that the students are receiving the best instruction available to them. Instructional staff frequently provides feedback to the district level curriculum and instruction team, as well as the campus administrative team via online surveys, PLC meetings, Campus committees, and district level support. Teachers have opportunities to collaborate with the Instructional Coaches to decide what is needed on common assessments, resources, data, and what to expect on all future assessments. Overall, CCE continues on the grow path of academic success. The campus just completed the first year of monitoring after no longer being an Improvement Required campus.

School Context and Organization Strengths

- District provides a strong system within the school such as RtI, curriculum specialist, and campus behavior support
- Administration provides resources, time for planning and teacher collaboration, testing and assessments, and allow for input from staff on decisions that affect the campus in a constructive way
- Organized and Effective PLCs
- Staff is encouraged to discuss new ideas and new ways to teach certain topics
- Campus level instructional support staff and administrative teams are available for teacher to provide feedback and opinions regarding grade-level curriculum implementation and strategies
- Staff members appointed to be part of the CIP
- The format used to convey school expectations is written in a consistent format: Be Safe, Be Responsible, and Be Respectful

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Eagle time for intervention needs to be used more effectively for instruction.

Problem Statement 2: Communication between all staff at CCE should be more frequent and concise/clear.

Problem Statement 3: Teachers can become more versed in how the TEKs specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success.

Problem Statement 4: 100% participation in conveying our school wide expectations and character trait program.

Technology

Technology Summary

Individuals were confident in their ability to integrate multiple types of technology information and their instruction. Staff is aware of what technology is available to them; they can easily access it and are aware of the digital learning resources. As far as the effective use of technology as it pertains to the user's ability, online technology training is available to those who utilize it. Training is provided for Skyward, Google, proper device use, various trainings of Digital Learning kits, and one-on-one trainings between digital learning specialist and staff. Impact has been a relatively successful transition from Eduphoria Forethought to Google Drive for lesson plans according to the technology department. A network is in place to provide access to the network both wired and wireless throughout the campus. Technology support curriculum and instruction because it allows the use of visuals and real life examples.

Technology Strengths

- Staff can connect and use a document camera, standard projector
- Staff can troubleshoot simple problems on their computer
- Read, compose, and send emails
- Create and share Word documents in Google docs
- Online training is available to strengthen the effective use of technology for those who utilize it.

Problem Statements Identifying Technology Needs

Problem Statement 1: Funding for technology is the biggest issue with the effective use of technology to replace/repair outdated/broken equipment.

Problem Statement 2: Provide a more structured and required technology training on campus for our staff.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data







Goals

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

Performance Objective 1: The system and process will be strengthened whereby the instructional leadership team aligns their instructional improvement efforts to insure the level of instruction and students are at the level of the TEKS. 75% of classroom observation data will reveal instruction and student tasks at the rigorous level of the TEKS.

Evaluation Data Source(s) 1: Survey data, Instructional Rounds, classroom observations

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy PBMAS</p> <p>1) Establish a systematic support system such as campus models to observe classrooms, instructional coaching, PLC, Instructional Leadership Team (ILT), and embedded professional development.</p> <p>2) The ILT will engage in a study of Instructional Rounds and an understanding of the critical success factors (CSF). The weekly ILT meetings will focus on developing leadership effectiveness.</p> <p>3) Staff will use supplemental researched based instructional materials and resources (iStation, Lexia, Learning from A-Z, Think through Math, Soluciones, etc.) in order to improve instruction and provide intervention support in both English and Spanish for all grade levels.</p>	1, 2, 3, 4	<p>Lead: Instructional Leadership Team Others involved: RtI support staff, Counselor, Librarian</p> <p>Lead: Instructional Leadership Team Others involved: District Personnel</p>	<p>Modeled exemplar lessons, instructional coaching, and professional development</p> <p>Minutes from meetings, Observation data and monitoring from Administration to determine established and implemented systems.</p>				
<p>Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211 - Title I, Part A - \$0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Reading: Pre-K Words in a sentence: Self Generated, Syllabication, Onset-Rime, Alliteration Math: Operations-orally comprehend problem solving and rote counting to 21

Problem Statement 3: Reading: 1st- Word Recognition/Fluency Math: Understanding Expressions, Magnitude Comparisons, and Number Sequence

Curriculum, Instruction, and Assessment

Problem Statement 1: CCE continues to hire highly qualified Bilingual/ESL teachers in order to provide rigorous Bilingual instruction to serve our ELL population. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. CCE continues to align uniformed assessments across grade levels for academic success.


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

Performance Objective 2: The BISD instructional model is to address student differentiation. (Correlates to Year 2 of strategic design)

Evaluation Data Source(s) 2: Alignment of lesson plans and assessments and protocol development

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Provide teacher training and tools for understanding the value of empowering students with their learning progress.</p> <p>2) Communicate lessons and activities in English and Spanish. Incorporate instructional strategies that encourage student engagement by activating prior knowledge to improve comprehension and develop subject related foundations for learning.</p> <p>3) Common Assessments and Academic Targets will be administered in the correct language of instruction and to collect data on students' progress.</p> <p>4) Teachers K-4 will be trained in specific reading strategies to provide students with 60 minutes of daily small group instruction. K-2 will deliver instruction through guided reading (phonics, phonemic awareness, fluency vocabulary, comprehension); and 3-4 will develop comprehension skills.</p> <p>5) Support staff will provide daily instruction during guided reading as a push-in model.</p>	1, 2, 8	<p>Lead: Instructional Coaches Others involved: Administration, District Personnel</p> <p>Lead: Classroom Teachers</p> <p>Lead: Classroom Teachers Others involved: Instructional Coaches, Administration</p>	<p>Students' progress folders in all content areas, Walkthroughs, Instructional Leadership Team meeting with 3rd and 4th grade students to set a growth goal in Math, Reading and Writing after MOY.</p> <p>Eduphoria Data from Common Assessments and Academic Targets, Weekly PLC meetings, Data meetings, and walkthroughs</p> <p>Conduct walk throughs to observe guided reading instruction, Campus data</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1, 2, 3</p> <p>Funding Sources: 211 - Title I, Part A - \$5,000.00</p>							

State System Safeguard Strategy 2) 4) Gade level/RtI meetings will identify students in need and provide targeted tutoring and progress monitoring. Hire contractual vendor to work with ILT, teachers, and administrators to plan, organize, and implement tutorial services for identified services.	1, 8	Lead: RtI lead Others involved: Instructional Coaches, Classroom Teachers, Administration	Assessment Data, Student's progress folder, Targeted interventions are in place to support student learning needs.				
	Problem Statements: Demographics 2 - Student Achievement 1, 2, 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 2 Funding Sources: 211 - Title I, Part A - \$20,000.00						
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a decrease in teacher retention and it is important to maintain highly qualified teachers.
Student Achievement
Problem Statement 1: Reading: Pre-K Words in a sentence: Self Generated, Syllabication, Onset-Rime, Alliteration Math: Operations-orally comprehend problem solving and rote counting to 21
Problem Statement 2: Reading: Kinder-Phonemic Awareness Math: Magnitude Comparisons and Number Sequence
Problem Statement 3: Reading: 1st- Word Recognition/Fluency Math: Understanding Expressions, Magnitude Comparisons, and Number Sequence
Problem Statement 4: Reading: 2nd- Graphophonemic Knowledge, Word Study, Comprehension, Fluency and all 2nd grade TEKS are below 60% Math: Comparing Numbers, Adding and Subtracting, Word Problems, Estimating Length, Magnitude Comparisons
Problem Statement 5: Reading: 3rd- Visual Language, Text Features Math: Measurement and Geometry, Multi-step Problems (all operations), Equivalent Fractions, Computations
Problem Statement 6: Reading: 4th- Drama, Comprehension with informational text, Connections and Inferences across all genres Math: Measurement and Geometry, Profit Rounding Multi-step problems all operations
Curriculum, Instruction, and Assessment
Problem Statement 1: CCE continues to hire highly qualified Bilingual/ESL teachers in order to provide rigorous Bilingual instruction to serve our ELL population. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. CCE continues to align uniformed assessments across grade levels for academic success.
Problem Statement 2: For tutoring, there needs to be more, timely communication between all involved parties, tutors require trained/knowledge of strategies before working with students, have built in time for teacher/tutor communication, and more flexibility for scheduling in order to achieve a successful tutoring program.
School Context and Organization
Problem Statement 1: Eagle time for intervention needs to be used more effectively for instruction.
Problem Statement 2: Communication between all staff at CCE should be more frequent and concise/clear.
Problem Statement 3: Teachers can become more versed in how the TEKS specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success.

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
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Problem Statement 1: CCE continues to hire highly qualified Bilingual/ESL teachers in order to provide rigorous Bilingual instruction to serve our ELL population. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. CCE continues to align uniformed assessments across grade levels for academic success.

School Context and Organization
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Problem Statement 3: Teachers can become more versed in how the TEKs specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success.

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

Performance Objective 4: We will strategically organize with the district to provide instructional programs to prepare students for post-secondary readiness.

Evaluation Data Source(s) 4: Pathway Graduation Data, Career Fairs, Service learning projects and integration of school and community partnerships.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
State System Safeguard Strategy 1) 1) Increase the number of technology devices and classroom tools for learning. 2) Provide trained and skilled staff on campus to support instructional technology- 4 square committee. 3) Instruct students in using technology to produce multi-media projects.	1, 2, 10	Lead: Director of Information Technology Services Others involved: Campus TIG, 4 square Committee Lead: Campus Admin. Others involved: Director of IT	The number of functional classroom devices District Teacher Survey Scheduled computer lab time, student projects				
		Lead: Computer Assistant Others involved: Director of Information Technology Services, Principal	Problem Statements: Family and Community Involvement 2 - School Context and Organization 3 - Technology 1, 2 Funding Sources: 211 - Title I, Part A - \$20,000.00, 211 - Focus Grant - \$0.00				
State System Safeguard Strategy 2) 4) Students will attend educational field trips	2, 9, 10	Lead: Classroom teachers Others involved: Administrators	Documenting their experience from the field trip				
		Problem Statements: Family and Community Involvement 1 - School Context and Organization 3 Funding Sources: 211 - Title I, Part A - \$0.00					
							

Performance Objective 4 Problem Statements:

Family and Community Involvement
Problem Statement 1: Providing more advertisement for school events to increase parent involvement.
Problem Statement 2: CCE needs a Technology Event on our campus for parents and community to ensure all parties are up to date with the technology and applications students are using at school.
School Context and Organization
Problem Statement 3: Teachers can become more versed in how the TEKs specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success.
Technology
Problem Statement 1: Funding for technology is the biggest issue with the effective use of technology to replace/repair outdated/broken equipment.
Problem Statement 2: Provide a more structured and required technology training on campus for our staff.







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

Performance Objective 5: Decrease the performance gap between the economically disadvantaged student group and the non-economically disadvantaged student group by at least 10% in each content area. For CCE's writing scores in 2017 were as followed: the overall passing rate for Hispanics was 48% and White- 75%. As a result of improved instructional leadership, STAAR scores will improve in Index I from 64% in 2017 to 70% or higher in 2018.

Evaluation Data Source(s) 5: STAAR results

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

<p>State System Safeguard Strategy PBMAS</p> <p>2) 3) District and campus Instructional Coaches will work with teachers to develop a system for teaching targeted writing skills</p> <p>4) Aligned writing curriculum for K-4</p> <p>5) Constant monitoring of writing progress for students through scheduled writing samples. Students will have learning progress folders, learning goals, and have a plan on how to improve their reading, math and writing skills.</p>	1, 2, 9	<p>Lead: District and Campus Instructional Coaches Others involved: Administrators</p>	<p>Classroom Observation data, Observation data show implementation of writing plan Observation data showing implementation of the strategies Students' progress folder, PLCs</p>				
		<p>Lead: Classroom Teachers Others involved: Administration</p> <p>Lead: Instructional Leadership Team</p>	<p>Meeting with Students, Student conferences</p>				
<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 3</p> <p>Funding Sources: 199 - General Fund - \$500.00, 211 - Title I, Part A - \$0.00, 211 - Focus Grant - \$0.00</p>							
<p>State System Safeguard Strategy</p> <p>3) 6) Provide support for implementation of Balanced Literacy, Guided Math and scope and sequence through PLCs, peer and administrator observations, feedback from facilitators and administrators.</p>	1, 2, 9	<p>Lead: C&I Chief of Academic Officer Others involved: Campus Administrators and CCE Instructional Coaches</p>	<p>Instructional Rounds, Walk throughs, PLC meetings/minutes</p>				
		<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211 - Title I, Part A - \$5,000.00, 211 - Focus Grant - \$0.00</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Reading: Pre-K Words in a sentence: Self Generated, Syllabication, Onset-Rime, Alliteration Math: Operations-orally comprehend problem solving and rote counting to 21
Problem Statement 2: Reading: Kinder-Phonemic Awareness Math: Magnitude Comparisons and Number Sequence
Problem Statement 3: Reading: 1st- Word Recognition/Fluency Math: Understanding Expressions, Magnitude Comparisons, and Number Sequence
Problem Statement 4: Reading: 2nd- Graphophonemic Knowledge, Word Study, Comprehension, Fluency and all 2nd grade TEKS are below 60% Math: Comparing Numbers, Adding and Subtracting, Word Problems, Estimating Length, Magnitude Comparisons
Problem Statement 5: Reading: 3rd- Visual Language, Text Features Math: Measurement and Geometry, Multi-step Problems (all operations), Equivalent Fractions, Computations

Problem Statement 6: Reading: 4th- Drama, Comprehension with informational text, Connections and Inferences across all genres Math: Measurement and Geometry, Profit Rounding Multi-step problems all operations

School Culture and Climate

Problem Statement 2: We need to create school-wide behavior expectations to reduce the amount of student referrals.

Staff Quality, Recruitment, and Retention

Problem Statement 3: There remains a high demand for certified bilingual teachers.

Problem Statement 5: Professional development to ensure paraprofessionals meet highly qualified requirements.

Curriculum, Instruction, and Assessment

Problem Statement 1: CCE continues to hire highly qualified Bilingual/ESL teachers in order to provide rigorous Bilingual instruction to serve our ELL population. More resources in Math, Science, and Language Arts, and opportunity for STAAR prep are needed to support our students. CCE continues to align uniformed assessments across grade levels for academic success.

Problem Statement 2: For tutoring, there needs to be more, timely communication between all involved parties, tutors require trained/knowledge of strategies before working with students, have built in time for teacher/tutor communication, and more flexibility for scheduling in order to achieve a successful tutoring program.

School Context and Organization







Problem Statement 3: Teachers can become more versed in how the TEKS specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success.

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

Performance Objective 6: Refine the Academic RtI process to properly prescribe appropriate intervention at all Tiers.

Evaluation Data Source(s) 6: Updated RtI Guidelines Manual

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy PBMAS</p> <p>1) Continue to utilize Eagle Time/Intervention Time with all grade levels.</p> <p>2) There is an RtI lead teacher be in charge of the RtI process and provides guidance to the Paras/Bilingual Paras, and continuously monitor programs.</p> <p>3) Provide intervention support for our struggling at-risk students. Tier III students will be seen by certified RtI teachers. Provide conferencing opportunities for RtI team to meet.</p> <p>4) Language arts RtI lead will model guided reading lessons for K-2nd grade teachers.</p>	1, 2, 9, 10	<p>Lead: Campus Administrators Others involved: Classroom Teachers</p> <p>Lead: Administrators Others involved: RtI teacher and Interventionists</p> <p>Lead: Administrators Others involved: RtI teacher and Interventionists</p>	<p>Lesson Plan, Walk throughs, District Academic Target Scores, STAAR scores</p> <p>Intervention Schedules, RtI meetings with minutes</p> <p>Intervention Schedules, progress monitoring</p> <p>Increased reading levels K-2 as per district guide lines with BAS</p>				
<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 - Staff Quality, Recruitment, and Retention 5 - School Context and Organization 1</p> <p>Funding Sources: 211 - Title I, Part A - \$0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:

Student Achievement
<p>Problem Statement 1: Reading: Pre-K Words in a sentence: Self Generated, Syllabication, Onset-Rime, Alliteration Math: Operations-orally comprehend problem solving and rote counting to 21</p>

Problem Statement 2: Reading: Kinder-Phonemic Awareness Math: Magnitude Comparisons and Number Sequence
Problem Statement 3: Reading: 1st- Word Recognition/Fluency Math: Understanding Expressions, Magnitude Comparisons, and Number Sequence
Problem Statement 4: Reading: 2nd- Graphophonemic Knowledge, Word Study, Comprehension, Fluency and all 2nd grade TEKS are below 60% Math: Comparing Numbers, Adding and Subtracting, Word Problems, Estimating Length, Magnitude Comparisons
Problem Statement 5: Reading: 3rd- Visual Language, Text Features Math: Measurement and Geometry, Multi-step Problems (all operations), Equivalent Fractions, Computations
Problem Statement 6: Reading: 4th- Drama, Comprehension with informational text, Connections and Inferences across all genres Math: Measurement and Geometry, Profit Rounding Multi-step problems all operations
Staff Quality, Recruitment, and Retention
Problem Statement 5: Professional development to ensure paraprofessionals meet highly qualified requirements.
School Context and Organization
Problem Statement 1: Eagle time for intervention needs to be used more effectively for instruction.

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

Performance Objective 7: Revise Gifted & Talented (GT) program at the Elementary Level

Evaluation Data Source(s) 7: Increased number of students participating in GT program that reflects the demographics of the district population.

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Evaluate the effectiveness of the G/T program annually and utilize data to improve the GT program.		Lead: Chief Academic Officer Others involved: GT Teachers, Parents	Completed Surveys				
2) Continue to utilize Eagle Time/Intervention Time with all grade levels. GT students will be pulled during this time.		Leads: Campus Administrators Others involved: Classroom Teachers, GT teachers	Lesson Plans, Walkthroughs, Student Projects				
Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - \$0.00							

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Our data indicates that there is a decrease in numbers for identifying students as GT. Based on the enrollment of our campus, we should see an increase of students being identified GT.

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

Performance Objective 8: Develop instructional monitoring systems and professional development plans for Special Education teachers and settings to improve achievement of students receiving Special Education Services.

Evaluation Data Source(s) 8: STAAR, PBMAS Data

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy 1) Assist teachers with identifying special education students whose data supports access to a less restrictive environment.</p> <p>Monitor student performance of students receiving special education services through the Student Review Team process.</p>	1, 2, 9, 10	<p>Lead: Special Education personnel Others involved: Administrators, Classroom Teachers</p> <p>Lead: Special Education personnel Others involved: Administrators, Classroom Teachers</p>	<p>Student Review Team data</p> <p>Student Review Team documentation</p>				
				<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 - School Context and Organization 3 Funding Sources: 199 - General Fund - \$0.00, 211 - Title I, Part A - \$0.00</p>			
<p>State System Safeguard Strategy 2) Implement Learning Walks in order to better monitor campus wide higher level thinking skills during classroom instruction.</p> <p>Continue to implement and monitor core reading curricula for Resource and Life Skills settings.</p>	1, 2, 8	<p>Lead: Administrators Others involved: CCE Instructional Coaches</p> <p>Leads: Special Education Staff and Administration</p>	<p>Schedule of Learning Walks/Instructional Rounds</p> <p>STAAR reports, PLC, Classroom Data</p>				
				<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 - School Context and Organization 3 Funding Sources: 211 - Title I, Part A - \$0.00</p>			



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 8 Problem Statements:







Student Achievement
Problem Statement 1: Reading: Pre-K Words in a sentence: Self Generated, Syllabication, Onset-Rime, Alliteration Math: Operations-orally comprehend problem solving and rote counting to 21
Problem Statement 2: Reading: Kinder-Phonemic Awareness Math: Magnitude Comparisons and Number Sequence
Problem Statement 3: Reading: 1st- Word Recognition/Fluency Math: Understanding Expressions, Magnitude Comparisons, and Number Sequence
Problem Statement 4: Reading: 2nd- Graphophonemic Knowledge, Word Study, Comprehension, Fluency and all 2nd grade TEKS are below 60% Math: Comparing Numbers, Adding and Subtracting, Word Problems, Estimating Length, Magnitude Comparisons
Problem Statement 5: Reading: 3rd- Visual Language, Text Features Math: Measurement and Geometry, Multi-step Problems (all operations), Equivalent Fractions, Computations
Problem Statement 6: Reading: 4th- Drama, Comprehension with informational text, Connections and Inferences across all genres Math: Measurement and Geometry, Profit Rounding Multi-step problems all operations
School Context and Organization
Problem Statement 3: Teachers can become more versed in how the TEKS specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success.

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

Performance Objective 1: CCE will increase the number of volunteers from 10 in 2016-2017 to 15 in 2017-2018.

Evaluation Data Source(s) 1: Volunteer training and opportunities

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Provide programs that give parents opportunities to participate in the school through family night events. Increase parent involvement and volunteerism.</p> <p>2) Provide opportunities for parents to learn about Math and Science and how to assist their children at home.</p>	1, 6	<p>Lead: Administrators Other involved: Parent Involvement Liaison, PTA president</p> <p>Lead: Administrators Other involved: Parent Involvement Liaison, PTA president</p>	<p>Sign Up Sheets for events and volunteer training</p> <p>Sign Up Sheets for events and volunteer training</p>				
<p>Problem Statements: Family and Community Involvement 1, 2, 3</p> <p>Funding Sources: 211 - Title I, Part A - \$0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Family and Community Involvement
Problem Statement 1: Providing more advertisement for school events to increase parent involvement.
Problem Statement 2: CCE needs a Technology Event on our campus for parents and community to ensure all parties are up to date with the technology and applications students are using at school.
Problem Statement 3: Provide parents a survey of how they may be able to help and support CCE.

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

Performance Objective 2: CCE will support and is capable of supporting the two-way communication with the community, parents, and students.

Evaluation Data Source(s) 2: All communication to stakeholders will be in English and Spanish

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
State System Safeguard Strategy 1) All communication to parents and all other stakeholders will be sent in a timely manner. 2) Provide parents and others opportunities to meet with administrative staff- Administration is Bilingual 3) All CCE events will be in both English and Spanish	1, 6, 10	Lead: Principal Others involved: CCE Staff					
		Lead: Administration					
Problem Statements: Family and Community Involvement 1, 3 Funding Sources: 211 - Title I, Part A - \$2,500.00							

Performance Objective 2 Problem Statements:


Family and Community Involvement
Problem Statement 1: Providing more advertisement for school events to increase parent involvement.
Problem Statement 3: Provide parents a survey of how they may be able to help and support CCE.

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

Performance Objective 3: CCE will implement a standardized system using a proactive approach for assisting Pre school children transition from early childhood programs to elementary school programs.

Evaluation Data Source(s) 3: Student enrollment in PreK and Kindergarten

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) 4) Provide professional development opportunities and coaching sessions to our PreK teachers.</p> <p>5) Provide opportunities for Preschool students to visit and tour our campus prior to transitioning.</p> <p>6) Implement a school wide event for Preschool children and their parents.</p>	6, 7	<p>Lead: CCE Instructional Coaches Others involved: Campus Administrators</p> <p>Lead: PreK and Kinder Teachers Others involved: Campus Administrators</p> <p>Lead: All Prek staff</p>	<p>Coaching sessions, Sign in sheet</p> <p>Schedules of campus tours</p> <p>Flyer for event and sign in sheets</p>				
<p>Problem Statements: School Culture and Climate 1 - Family and Community Involvement 1, 3</p> <p>Funding Sources: 211 - Title I, Part A - \$0.00</p>							
							

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Increase communication between staff and Administration to improve school moral.
Family and Community Involvement
Problem Statement 1: Providing more advertisement for school events to increase parent involvement.

Problem Statement 3: Provide parents a survey of how they may be able to help and support CCE.







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

Performance Objective 1: CCE will develop a systematic way to recruit, equip, and retain 100% of high quality staff

Evaluation Data Source(s) 1: T-TESS

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>1) Begin to recruit early- Teachers will be provided with a Letter of Intent in the Spring.</p> <p>Provide 1st and 2nd year teachers support by continuously monitoring and meeting in order to answer questions and offer support as needed.</p> <p>CCE will continue to provide time for teachers to attend professional development that will be beneficial for their growth and development.</p>	1, 3, 4, 5	<p>Leads: HR and Principal</p> <p>Lead: Mentors Others involved: Administrators, CCE Instructional Coaches, Teachers</p> <p>Lead: Principal</p>	<p>Letter of Intent, interviews</p> <p>Minutes from meeting, Meeting dates and Sign In Sheets</p> <p>Strategies and/or new learning being used in the classroom during observations/Instructional Rounds.</p>				
<p>Problem Statements: Demographics 2 - Staff Quality, Recruitment, and Retention 1, 2, 3, 4</p> <p>Funding Sources: 199 - General Fund - \$10,000.00, 211 - Title I, Part A - \$0.00</p>							

<p>State System Safeguard Strategy</p> <p>2) Identify teachers in need of support and provide additional training.</p> <p>Ensure that lesson plans are aligned to the TEKs by reviewing, discussing, and providing feedback to the teacher.</p>	3, 4, 10	<p>Lead: Administrators</p> <p>Others involved: CCE Coaches, District support team</p>	<p>After teacher has had opportunities to observe another teacher and/or Instructional Coach, they will have an opportunity to record themselves teaching a lesson.</p> <p>Lesson Plans, Classroom Observations</p>				
		<p>Lead: Administrators</p> <p>Others involved: CCE Instructional Coaches, District support team</p>	<p>Problem Statements: Staff Quality, Recruitment, and Retention 4 - School Context and Organization 3</p> <p>Funding Sources: 199 - General Fund - \$0.00, 211 - Title I, Part A - \$0.00</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a decrease in teacher retention and it is important to maintain highly qualified teachers.
Staff Quality, Recruitment, and Retention
Problem Statement 1: The district is below the state's averages in retaining teachers with 6-10 years and 11-20 years' experience.
Problem Statement 2: The district's average salary for teachers remains over \$2,000 less than the state's average.
Problem Statement 3: There remains a high demand for certified bilingual teachers.
Problem Statement 4: Professional development to build capacity for aspiring campus leadership.
School Context and Organization
Problem Statement 3: Teachers can become more versed in how the TEKs specifically aligned to assessments so that in teaching/developing skills, can prepare students for academic success.

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: Develop opportunities for community businesses to impact students' post secondary success

Evaluation Data Source(s) 1: TELL Survey

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Participate in the Cedar Creek and the Austin Regional Science Fair CCE will coordinate with District personnel to organize a Career Fair for students and families Maintain and possibly increase partnerships for CCE	1, 2, 6, 10	Lead: Administrators Others involved: Classroom Teachers Lead: Counselor Others involved: District Personnel, Administrators Lead: Principal	Science Fair Results Attendance of Career Fair number of partnerships this year in comparison to previous years				
Problem Statements: Family and Community Involvement 1 Funding Sources: 199 - General Fund - \$1,800.00, 211 - Title I, Part A - \$0.00							

Performance Objective 1 Problem Statements:


Family and Community Involvement
Problem Statement 1: Providing more advertisement for school events to increase parent involvement.

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 the number of needs-driven district-based parental involvement activities and campus-based supports to grow and strengthen our partnership with parent stakeholders.

Evaluation Data Source(s) 2: Increased parent participation and engagement.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
State System Safeguard Strategy 1) CCE will invite parents to participate in "Coffee with Administration". Event will be conducted 2x in the fall and 2x in the spring. CCE will have Literacy, Math, and Science nights for our campus to participate	6	Lead: Administrators Lead: Campus Committees Others involved: CCE staff, Administrators	Agendas, Sign In Sheets				
			Sign In Sheets				
Problem Statements: Family and Community Involvement 1, 3 Funding Sources: 211 - Title I, Part A - \$0.00							
State System Safeguard Strategy 2) Identify and utilize the culturally significant events to bring into the school in order to initiate multi-dimensional participation of parents.	6	Lead: Administrators Others involved: CCE Bilingual/ESL committee	Parent surveys, parent meetings agendas and sign in sheets				
Problem Statements: Family and Community Involvement 1, 3 Funding Sources: 211 - Title I, Part A - \$0.00							
							

Performance Objective 2 Problem Statements:

Family and Community Involvement
Problem Statement 1: Providing more advertisement for school events to increase parent involvement.
Problem Statement 3: Provide parents a survey of how they may be able to help and support CCE.

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Establish a systematic support system such as campus models to observe classrooms, instructional coaching, PLC, Instructional Leadership Team (ILT), and embedded professional development. 2) The ILT will engage in a study of Instructional Rounds and an understanding of the critical success factors (CSF). The weekly ILT meetings will focus on developing leadership effectiveness. 3) Staff will use supplemental researched based instructional materials and resources (iStation, Lexia, Learning from A-Z, Think through Math, Soluciones, etc.) in order to improve instruction and provide intervention support in both English and Spanish for all grade levels.
1	2	1	1) Provide teacher training and tools for understanding the value of empowering students with their learning progress. 2) Communicate lessons and activities in English and Spanish. Incorporate instructional strategies that encourage student engagement by activating prior knowledge to improve comprehension and develop subject related foundations for learning. 3) Common Assessments and Academic Targets will be administered in the correct language of instruction and to collect data on students' progress. 4) Teachers K-4 will be trained in specific reading strategies to provide students with 60 minutes of daily small group instruction. K-2 will deliver instruction through guided reading (phonics, phonemic awareness, fluency vocabulary, comprehension); and 3-4 will develop comprehension skills. 5) Support staff will provide daily instruction during guided reading as a push-in model.
1	2	2	4) Gade level/RtI meetings will identify students in need and provide targeted tutoring and progress monitoring. Hire contractual vendor to work with ILT, teachers, and administrators to plan, organize, and implement tutorial services for identified services.
1	3	1	The Instructional Leadership Team will continue to design, refine and implement a rigorous and coherent bilingual/ESL and tutoring program. 2) Classrooms will be provided with the necessary equipment/tools to support student instruction to increase academic growth in all content areas. 3) Continue to utilize Bilingual Assistants to provide intervention support for struggling Bilingual at-risk students.
1	4	1	1) Increase the number of technology devices and classroom tools for learning. 2) Provide trained and skilled staff on campus to support instructional technology- 4 square committee. 3) Instruct students in using technology to produce multi-media projects.
1	4	2	4) Students will attend educational field trips
1	5	1	Participate in a campus evaluation on our understanding and/or implementation of various instructional techniques, including but not limited to differentiation, PLCs, best instructional practices, positive school culture and climate, and digital learning and instruction in the classroom. 2) Hire additional tutors both during the day and after school to work with student in order to decrease achievement gaps between student sub populations. 3) Implement a school wide discipline and attendance program to reduce the number of office referrals and increase attendance for CCE. 4) Communicate lessons, directions and activities in English and Spanish. Provide Kinesthetic, visual and auditory experiences using 3D printing and instruction through interactive lesson plans and projects.

Goal	Objective	Strategy	Description
1	5	2	3) District and campus Instructional Coaches will work with teachers to develop a system for teaching targeted writing skills 4) Aligned writing curriculum for K-4 5) Constant monitoring of writing progress for students through scheduled writing samples. Students will have learning progress folders, learning goals, and have a plan on how to improve their reading, math and writing skills.
1	5	3	6) Provide support for implementation of Balanced Literacy, Guided Math and scope and sequence through PLCs, peer and administrator observations, feedback from facilitators and administrators.
1	6	1	Continue to utilize Eagle Time/Intervention Time with all grade levels. 2) There is an RtI lead teacher be in charge of the RtI process and provides guidance to the Paras/Bilingual Paras, and continuously monitor programs. 3) Provide intervention support for our struggling at-risk students. Tier III students will be seen by certified RtI teachers. Provide conferencing opportunities for RtI team to meet. 4)Language arts RtI lead will model guided reading lessons for K-2nd grade teachers.
1	8	1	Assist teachers with identifying special education students whose data supports access to a less restrictive environment. Monitor student performance of students receiving special education services through the Student Review Team process.
1	8	2	Implement Learning Walks in order to better monitor campus wide higher level thinking skills during classroom instruction. Continue to implement and monitor core reading curricula for Resource and Life Skills settings.
2	1	1	Provide programs that give parents opportunities to participate in the school through family night events. Increase parent involvement and volunteerism. 2) Provide opportunities for parents to learn about Math and Science and how to assist their children at home.
2	2	1	All communication to parents and all other stakeholders will be sent in a timely manner. 2) Provide parents and others opportunities to meet with administrative staff- Administration is Bilingual 3) All CCE events will be in both English and Spanish
2	3	1	4) Provide professional development opportunities and coaching sessions to our PreK teachers. 5) Provide opportunities for Preschool students to visit and tour our campus prior to transitioning. 6) Implement a school wide event for Preschool children and their parents.
3	1	2	Identify teachers in need of support and provide additional training. Ensure that lesson plans are aligned to the TEKs by reviewing, discussing, and providing feedback to the teacher.
4	2	1	CCE will invite parents to participate in "Coffee with Administration". Event will be conducted 2x in the fall and 2x in the spring. CCE will have Literacy, Math, and Science nights for our campus to participate
4	2	2	Identify and utilize the culturally significant events to bring into the school in order to initiate multi-dimensional participation of parents.

State Compensatory

Budget for Cedar Creek Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$231,045.00
	6100 Subtotal:	\$231,045.00

Personnel for Cedar Creek Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Riefel	Teacher	RtI	100
Carmen Gonzalez	Paraprofessional	RtI	40
Genny Ackermann	Teacher	RtI	100
Jackie Hernandez	Paraprofessional	RtI	50
Jane Finley	Paraprofessional	Prek	80
Patricia Pena	Paraprofessional	RtI	100
Raquel Yanez	Paraprofessional	Behavior Support	50

Title I

Schoolwide Program Plan

CCE is implementing a systematic way to address all of the Title I components. The continuous work of our Instructional Leadership Team includes well planned and structured instructional rounds, walk-throughs providing teachers with constructive feedback, review and analyzing current student data with teachers, and weekly PLCs. The Instructional Leadership Team will ensure best practices are being utilized in all classrooms. Primary Literacy is also a primary focus. We will continue to monitor our ELL population and have well thought out plan to recapture the 17 denials we currently have. LPAC meetings are scheduled on a regular basis to ensure students are provided with the language of instruction and assessment to help them be successful.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

CCE has continued to assess where students are in relation to our Vision, Mission, and our campus goals. As a campus, we have identified the campus strengths, as well as areas that require refinement and/or improvement. The Instructional Leadership Team and the campus focus is on classroom instruction and student achievement. CCE will also continue to identify students in need and provide targeted instruction and tutoring.

2: Schoolwide Reform Strategies

The Instructional Leadership Team will ensure students are receiving a level of high quality instruction through walk-throughs, instructional rounds, review of lesson plans, provide support to teachers through a coaching model, and professional development.

3: Instruction by highly qualified professional teachers

The Instructional Leadership Team will ensure students are receiving a level of high quality instruction through walk-throughs, instructional rounds, review of lesson plans, provide support to teachers through a coaching model, and professional development.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers will be able to participate in self assessment by setting their own professional growth. Staff will have opportunities to conduct peer observations to learn specific techniques from one another.

5: Strategies to attract highly qualified teachers

Letter of Intent in order to begin hiring as soon as possible. 1st and 2nd year teacher will be provided a mentor from the campus.

6: Strategies to increase parental involvement

This past school year, CCE invited parents to participate in conversation with school administration during Coffee with Administration conducted twice in the fall and twice in the spring. We will continue to have these meetings this current school year. Parents will also continue to have opportunities to participate in school events that are scheduled throughout the year.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

We will collaborate with Head Start and the community to coordinate our transition campus tours and visits. We will also plan a school wide "Make and Take" event for Pre school children so that they can experience some of the activities they will be doing in elementary school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be actively involved in reviewing and analyzing their own data to make sound instructional decisions for every child in their classroom.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

A systematic approach to classroom observations, instructional rounds, PLCs and professional development is established to proactively identify students at all academic levels.

10: Coordination and integration of federal, state and local services and programs

CCE is establishing supports for teachers and staff, integrating new systems (i.e. Instructional Rounds, Coffee with Administrators, focus on Primary Literacy) that coordination and integration of local services and programs is critical for our campus' needs.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Gonzalez	Paraprofessional	RtI	60
Sonia Paniagua	Paraprofessional	RtI	100

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Annette Almendarez	Assistant Principal
Administrator	Dolores Godinez	Principal

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Time, tutors, professional development		\$2,000.00
1	5	2	Data folders		\$500.00
1	8	1	Personnel		\$0.00
3	1	1	Mentors, Professional Development		\$10,000.00
3	1	2			\$0.00
4	1	1	Science Fair Materials, Snacks, Items for Career Fair		\$1,800.00
Sub-Total					\$14,300.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials, Instructional Coaches, Funding for professional development		\$0.00
1	2	1	Copy materials, professional development on empowering teachers, progress folders		\$5,000.00
1	2	2	Instructional Materials aligned to student needs, RtI, tutoring		\$20,000.00
1	3	1	Bilingual/ESL Resources, book bundles, leveled readers, healthy snacks/refreshments		\$0.00
1	4	1	Technology Grant, Skilled staff, technology		\$20,000.00
1	4	2	Cost for entrance fee, fee for school buses		\$0.00
1	5	1	leveled readers, book bundles, tutors, professional development		\$0.00
1	5	2	resources, book bundles, leveled readers		\$0.00
1	5	3	Manipulatives for reading and math, researched based resources		\$5,000.00
1	6	1	Research Based Materials		\$0.00
1	7	1	GT Resources, Incentives for students, Field trips		\$0.00
1	8	1	materials		\$0.00
1	8	2	reading curricula		\$0.00

2	1	1	Parent resources, snacks		\$0.00
2	2	1	Guest Speakers, Materials for Events, Snacks		\$2,500.00
2	3	1	Materials for event		\$0.00
3	1	1	Mentors, Tutors, materials, resources		\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	2	1	Supplies/Materials for the events, Snacks		\$0.00
4	2	2	culturally relevant supplies/materials for events, snacks		\$0.00
Sub-Total					\$52,500.00
211 - Focus Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Dictionaries, resources, curriculum materials, book bundles, and leveled readers		\$0.00
1	4	1			\$0.00
1	5	2	resources, educational materials and supplies		\$0.00
1	5	3	resources, educational materials and supplies		\$0.00
Sub-Total					\$0.00
Grand Total					\$66,800.00