

# **Bastrop Independent School District**

## **Cedar Creek Intermediate**

### **2024-2025 Goals/Performance Objectives/Strategies**



*Cedar Creek*  
**INTERMEDIATE SCHOOL**

# Mission Statement

CCI will motivate and encourage students for success, today and tomorrow.

## Vision

The mission of the Bastrop Independent School District is to develop and educate every student so they can make a positive impact on their families, the workforce, and the greater community.

## Core Beliefs

A diverse and engaging environment contributes to successful learning.

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

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# Goals

**Goal 1: Student Success and Well-Being Goal:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 1:** By May 2025, increase the percentage of students at Meets Grade Level on STAAR math from (14% to 39%) and STAAR Reading from (28% to 43%)

**Evaluation Data Sources:** 2025 Accountability Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> District Coach will meet weekly with CBPL leads to plan upcoming agendas and team work in CBPL.</p> <p><b>Strategy's Expected Result/Impact:</b> Give CBPL leads a planning partner for team meetings while building their capacity to plan and lead team meetings.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p> <p><b>Funding Sources:</b> District Coach - 211 - Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Identify campus-wide instructional and management campus priorities and provide strategic professional learning and targeted feedback</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a specific focus for intentional support for both instructional strategies and classroom management. This provides a schoolwide target and a way to consistently support new teachers. It will also give the teachers bite-size feedback to support continual professional improvement. All of this will lead to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Track individual student data and use action-planning data protocol for CBA data review to identify students who need additional support during Advisory, intervention class, or tutorials</p> <p><b>Strategy's Expected Result/Impact:</b> Identifying specific skill needs for students and addressing these in multiple avenues will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> District Coach - 211 - Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>





Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Students will read and respond in writing one day a week during Advisory to content related readings and prompts. Advisory teachers will aggressively monitor to provide feedback on specific writing/grammar aspects.</p> <p><b>Strategy's Expected Result/Impact:</b> Students engaging in writing consistently over various topics will increase their confidence as writers and give them increased opportunities for feedback, which supports increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach Principal</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Implement Tutorials and Saturday Summer School Now for students who do not pass 6 weeks, have multiple absences, or data indicates needs help with specific skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutorials and Summer School Now will provide students with increased learning time when student's data indicate they have not yet mastered their skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: Student Success and Well-Being Goal:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.

**Performance Objective 2:** By May 2025, implement High-Quality Instructional Materials aligned to Math, Literacy, and Science Frameworks with 85% fidelity.

**Evaluation Data Sources:** BISD Walkthrough Form, CBPL agendas, coaching cycles

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Implement revised Curriculum Based Professional Learning expectations to include defined pre-work for each process and structured agendas based on process purpose.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide clearer expectations for the 4 categories of Curriculum-Based Professional Learning work. Team time will be maximized when team members complete pre-work activities outside of team meeting time. This allows meeting time to focus on instructional moves and data responses, rather than getting familiar with the lesson content.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> The administration will meet monthly with CBPL Leads to reflect on implementation and collective learning regarding CBPL processes. Leads will additionally attend monthly training sessions with district curriculum and instruction staff regarding CBPL practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity in CBPL regarding the 4 practices of CBPL so that they can effectively lead team meetings. This capacity will allow our District Coach to spend more time in coaching cycles with teachers.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p> <p><b>Funding Sources:</b> Extra duty pay - 211 - Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Create and follow a weekly campus priority walkthrough schedule and review data weekly at leadership meeting to determine individual teacher needs and whole-campus support.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers with ongoing feedback for professional improvement. It will also allow administrative team to plan support intentionally for individual teachers and whole teams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Provide opportunities for hands-on science experiments that apply the concepts from the science HQIM</p> <p><b>Strategy's Expected Result/Impact:</b> Experience in labs will allow students to work through the scientific method and see scientific concepts in action. This will lead to greater student understanding and increased student success.</p> <p><b>Staff Responsible for Monitoring:</b> Science CBPL Lead</p> <p><b>Funding Sources:</b> lab materials - 211 - Title I, Part A</p>	Formative		Summative
	Nov	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1: Student Success and Well-Being Goal:** We will support skill-building opportunities that encourage responsible choices and adaptable competence.


**Performance Objective 3:** By May 2025, the percent of all students attaining academic achievement growth at all levels will increase by (40%).


**Evaluation Data Sources:** NWEA MAP Growth Data and 2025 Accountability Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Restructure Tier 3 math intervention course to be taught by math team teachers. Course will be aligned with Tier 1 curriculum and scope and sequence and will follow a blended learning model and structure.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will allow for a tighter alignment between Tier 1 instruction and the necessary support students may need in below-grade level skills to be successful in the current curriculum. Teachers now teaching these intervention courses also teach Tier 1 so are fully aware of grade-level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Students will have individual goals for Math and RLA summative results. Students will track MAP, Math CBA, and RLA CBA data during Advisory. Students will reflect and goal set with Advisory teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students understanding where they are achieving and having a goal to measure against will grow ownership in students of their academic achievement. All student goals are growth goal, so meeting goals will improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Teachers will provide writing opportunities each week in class using Claim It, Cite It, Cement it structure. All classes will have Triple C graphic organizer.</p> <p><b>Strategy's Expected Result/Impact:</b> Students writing in all classes will grow students' confidence in responding to writing prompts about multiple contents and topics. Consistently writing using the same structure will improve student writing achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Revising - work to develop and implement system for authentic revising opportunities in RLA Tier 1 and intervention classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Authentic revising opportunities will improve students' writing and their ability to recognize how to revise and improve writing samples.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 1:** By May 2025, Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading.





Emergent Bilingual Math 36% and Reading: 40%

Special Education Math 19% and Reading 21%

Economically Disadvantaged Math 35%, Reading 43%

**Evaluation Data Sources:** 2025 Accountability Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Identify student-by-student intervention pathway for students during Advisory in reading (My Path), math (My Path), or language acquisition (Summit K-12). Implementation and progress monitoring data will be reviewed to revise pathways four times during the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing individualized student intervention pathway will meet specific student needs and improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Resource ELA and Math teachers attend daily CBPL with respective teams to ensure understanding of Tier 1 content to support in resource setting, in addition to co-teach responsibilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education will have deeper understanding of Tier 1 curriculum, and special education and general education will have opportunity for joint planning leading to increased achievement for special education students.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p> <p><b>Title I:</b> 2.4</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Refine master schedule to ensure maximum use of special education staff and provide area of focus when able. Provide special education staff opportunity to collaborate with core teams during CBPL.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional master schedule planning helps ensure that inclusion teachers have opportunity to plan with general education which will increase understanding in the co-teaching partnership. This will support increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		Summative
	Nov	Feb	Apr

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Students receiving resources service through special education will also be scheduled into a Tier 1 class to ensure exposure to on-grade level curriculum, including writing. These classes will have two staff members to ensure low student/staff ratio.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who receive resource special education services also sitting in Tier 1 classes ensures that they have access to grade-level curriculum and a support system in place to provide additional support in that Tier 1 instruction, in addition to individualized instruction for their individual needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Ensure strong implementation of new district resource scope and sequences that aligns with Tier 1 resources using blended learning model, using My Path.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who receive special education resource services using My Path will provide individualized instruction and practice for students' specific skill needs.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Administrator Special Education Department Chair</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Develop and implement documentation system for student services and accommodation use.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing students' services and ensuring that instructional accommodations are consistently used are key tools for students who receive special education services being able to show what they know.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Administrator Special Education Department Chair</p>	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 2:** By May 2025 Increase the percentage of Emergent Bilingual students showing growth on Texas English Language Proficiency Assessment System (TELPAS) to 44%.

**Evaluation Data Sources:** 2025 Accountability data, ECR/SCR data, Summit K-12 data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Identify student-by-student intervention pathway for students during Advisory in reading (My Path), math (My Path), or language acquisition (Summit K-12). Implementation and progress monitoring data will be reviewed to revise pathways four times during the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing individualized student intervention pathway will meet specific student needs and improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Students will read and respond in writing one day a week during Advisory to content related readings and prompts. Advisory teachers will aggressively monitor to provide feedback on specific writing/grammar aspects.</p> <p><b>Strategy's Expected Result/Impact:</b> Students engaging in writing consistently over various topics will increase their confidence as writers and give them increased opportunities for feedback, which supports increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach Principal</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Teachers will implement structured academic conversations on a daily basis using QSSSA.</p> <p><b>Strategy's Expected Result/Impact:</b> Using QSSSA as a structure format for academic conversations helps ensure that all students have opportunity to discuss content on a daily basis. Speaking helps students process new knowledge and is important in writing development.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>

**Strategy 4 Details**

**Reviews**

**Strategy 4:** Teachers will use Advanced and Advanced high question stems to ensure students have opportunities to speak at the level and in the ways outlined on TELPAS.

**Strategy's Expected Result/Impact:** Using Advanced and Advanced High question stems will help ensure Emergent Bilingual students have more exposure to these question types prior to taking TELPAS.

**Staff Responsible for Monitoring:** Principal  
District Coach


**Formative**


**Summative**


**Nov**

**Feb**

**Apr**

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 2:** Teaching and Learning Practices Goal: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

**Performance Objective 3:** By May 2025, 85% of staff members engaged in BISD professional development sessions will be prepared to apply new learning in a short time frame.

**Evaluation Data Sources:** Professional Learning Plan evaluation data gathered at district- or campus-based professional learning sessions.





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide on-going job-embedded professional learning for writing to all staff including: Triple C, turning prompt into Claim It, aggressive monitoring and editing focus.</p> <p><b>Strategy's Expected Result/Impact:</b> This type of professional learning will increase consistency of writing expectations across all classrooms, supporting increase writing achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide on-going job-embedded professional learning regarding accommodation implementation, especially with supplemental aids.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing students' services and ensuring that instructional accommodations are consistently used are key tools for students who receive special education services being able to show what they know.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Administrator Special Education Department Chair</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
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**Goal 3:** Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 1:** By May 2025, increase student attendance from (92% to 94%).

**Evaluation Data Sources:** PEIMS Attendance Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Advisory classes will be coordinated into 4 teams. These 4 teams will track student data related to Advisory intervention pathway completion, attendance, return of progress reports/report cards, and other key elements. Advisory teams will compete to earn monthly incentives for most points collected.</p> <p><b>Strategy's Expected Result/Impact:</b> Advisory Team competition will leverage the developmental stage of students to recognize and reward student attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Teachers will greet students at the door using reach and respond in order to check in with students at the beginning of each class.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers greeting and checking on students at the door will foster student/teacher relationships and increase students' sense of belonging on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> CCI will implement a middle school advisory model during 4th period. Students will build community with peers and with their teacher during this time while also participating in targeted intervention and learning skills to track their academic growth and to advocate for academic support.</p> <p><b>Strategy's Expected Result/Impact:</b> A middle school advisory will provide opportunity for strengthened student/teacher relationships, specifically, a strong connection with a trusted adult for every student. Research indicates this is an important marker for a student's success in middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Social Worker - SEL/Community Principal - Academic</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Implement community building practices First Five at the beginning of each class.</p> <p><b>Strategy's Expected Result/Impact:</b> These practices help build community in class and fosters a student's sense of belonging. This is an important factor for students' middle school success.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative		Summative
	Nov	Feb	Apr

Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> When a student has 6 unexcused absences, CCI AP, counselor, or social worker will contact parent/guardian and collaboratively create an attendance intervention plan with the student and family.</p> <p><b>Strategy's Expected Result/Impact:</b> School/family collaboration will increase understanding of student/family needs. Development of an attendance intervention plan will solidify action steps that both families and schools will take to support students' increased attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Social Worker, Assistant Principal</p>	Formative		Summative
	Nov	Feb	Apr
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> CCI Administration will recognize high and improved attendance through 6 week awards and positive communication home.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive communication with strengthen school/family relationships and support increased student attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Counselor/Social Worker</p>	Formative		Summative
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 3: Organizational Culture Goal:** We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 2:** By May 2025, the percentage of students who receive disciplinary actions resulting in loss of classroom time will decrease by 5%.

**Evaluation Data Sources:** Skyward Discipline Reports





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Consistent implementation and monitoring of implementation of SEL curriculum to reflect 90% of students are on completion target for online SEL lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> SEL lessons will contribute to students building skills on conflict resolution, growth mindset, and other key social skills. Students' development and use of these skills will help students deal with conflict using healthier strategies, reducing altercations.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Leadership use of repair practices when there is conflict between students and as students return from OSS and DAEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Repair strategies provide opportunities for students to repair relationships broken through altercations and provide "clean starts" for students. This should reduce repeat offenses and reduce offenses that require removal from classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselor</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide ongoing, job-embedded training regarding the student body to teachers to deepen understanding of student needs. Focus perspectives include - adolescents, emergent bilinguals, and trauma-informed.</p> <p><b>Strategy's Expected Result/Impact:</b> This type of professional learning will increase the staff's understanding of student needs and the why behind campus strategies and initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Social Worker</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Better utilize a full continuum of consequence tools and proactive measures such as after-school detention, repair structures, and stay-away agreements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of after-school detention, repair structures, and stay away agreements will reduce time out of class due to discipline incidents. Further, the use of these strategies can reduce discipline incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>

Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Discipline data will be reviewed on a regular basis by the CCI Leadership Team and Culture and Community Team to identify trends in discipline data and to create intentional action steps in response to trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing review of data allows campus leadership to respond to developing trends and initiative proactive measures, thus reducing discipline incidents that might lead to out-of-class consequences.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Plan and implement intentional, explicit schoolwide expectation teach and reset structures and meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Revisiting schoolwide expectations after extended breaks from school, reminds students of expectations that keep the learning environment safe and respectful, which reduces discipline incidents requiring class removal.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Organizational Culture Goal: We will develop student-centered learning environments that provide a foundation for positive connections.

**Performance Objective 3:** By May 2025, 80% of classrooms will regularly use at least three district-approved educational technology tools.

**Evaluation Data Sources:** Digital Learning aligned walkthrough data, BISD Walkthrough Form, CBPL Agendas





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Identify student-by-student intervention pathway for students during Advisory in reading (My Path), math (My Path), or language acquisition (Summit K-12). Implementation and progress monitoring data will be reviewed to revise pathways four times during the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing individualized student intervention pathway will meet specific student needs and improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Restructure Tier 3 math and reading intervention course to be taught by Tier 1 team teachers. Course will be aligned with Tier 1 curriculum and scope and sequence and will follow a blended learning model and structure.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will allow for a tighter alignment between Tier 1 instruction and the necessary support students may need in below-grade level skills to be successful in the current curriculum. Teachers now teaching these intervention courses also teach Tier 1 so are fully aware of grade-level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 1:** By May 2025, reduce teacher turnover to (15%).

**Evaluation Data Sources:** Human Resources and Texas Performance Reporting System (TPRS) retention data





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice</p> <p><b>Strategy's Expected Result/Impact:</b> Support teachers with curriculum implementation and classroom management will increase success and self-efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and District Coach</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide ongoing, job-embedded training regarding the student body to teachers to deepen understanding of student needs. Focus perspectives include - adolescents, emergent bilinguals, and trauma-informed.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional professional learning regarding CCI's student population will provide a deeper understanding of student needs and target strategies to meet those needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Consistently implement community-building activities such as quick connect questions, check-ins, and community circles at professional learning, faculty meetings, and team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Help teachers build a sense of community with each other and sense of belonging within the school organization.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Climate and Community Team</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Provide leadership opportunities for teachers such as serving on leadership teams, providing professional learning for each other, and sharing practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Leadership opportunities will increase teacher self-efficacy and ownership of campus goals and strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Provide New Teacher Academy for new hires to CCI to provide just-in-time support for key activities and meet needs of new-to-profession teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Support and opportunity for collaboration will increase sense of belonging, self-efficacy and reduce turnover.</p> <p><b>Staff Responsible for Monitoring:</b> District Coach</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Collaborative Partnerships Goal: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

**Performance Objective 2:** By May 2025, survey data will show an (15)% increase in participation of parent and family engagement opportunities.

**Evaluation Data Sources:** Volunteer platform registration, campus sign-in sheets

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Administer customized surveys for parents and families to determine specific engagement needs</p> <p><b>Strategy's Expected Result/Impact:</b> Responding to parent feedback for engagement activities will increase parent and family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Social Worker, Assistant Principal</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Based on family survey, provide capacity-building events for parents and families on critical aspects of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Responding to parent feedback for engagement activities will increase parent and family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Social Worker, Assistant Principal</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Create and communicate specific volunteer opportunities within our online volunteer platform</p> <p><b>Strategy's Expected Result/Impact:</b> Volunteer opportunities will increase parent and family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Social Worker</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			