

Bastrop Independent School District
Cedar Creek High
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Creek High School opened in the 2010-2011 school year with approximately 750 9th and 10th grade students and 45 staff members. The 11th grade cohort was added in the 2011-2012 school year and the first senior cohort graduated in the 2012-2013 school year. Cedar Creek High School now serves 1,479 students and has 104 teachers with a total staff totaling 143 members.

Cedar Creek High School is a steadily growing campus that has experienced tremendous growth. CCHS serves the communities of Cedar Creek, Red Rock, Rockne and others in between.

Below is demographic data reflective of our 2017-2018 Fall PEIMS submission:

Student Enrollment

| | |
|-------------|-------|
| 2015 -2016 | 1,438 |
| 2016 - 2017 | 1,479 |
| 2017-2018 | 1,569 |

Enrollment by Ethnicity

| Ethnicity | # | % |
|------------------------|-------|--------|
| Amer. Indian | 3 | 0.19% |
| Asian | 4 | 0.25% |
| Black/African American | 45 | 2.87% |
| Hispanic/Latino | 1,146 | 73.04% |
| White | 338 | 21.54% |

| | | |
|------------------------|-------|---|
| Hawaiian/Pac. Islander | 0 | 0 |
| Two or More | 2.10% | |

Enrollment by Grade

| Grade | # | % |
|-------|-----|-------|
| 9th | 490 | 31.23 |
| 10th | 423 | 26.96 |
| 11th | 320 | 20.40 |
| 12th | 336 | 21.41 |
| | | |
| | | |

Eligible for Free or Reduced-Price Meal

| Ethnicity | # | % |
|------------------------|--------------|--------------|
| Amer. Indian | 1 | 0.06 |
| Asian | 1 | 0.06 |
| Black/Af American | 29 | 1.85 |
| Hispanic/Latino | 860 | 54.81 |
| White | 106 | 6.76 |
| Hawaiian/Pac. Islander | 0 | 0 |
| Two or More | 16 | 1.02 |
| Total | 1,013 | 64.56 |

Special Education

| Ethnicity | # | % |
|------------------------|------------|--------------|
| Amer. Indian | 1 | 0.06 |
| Asian | 0 | 0 |
| Black/Af American | 2 | 0.32 |
| Hispanic/Latino | 126 | 8.03 |
| White | 38 | 2.42 |
| Hawaiian/Pac. Islander | 0 | 0 |
| Two or More | 4 | 0.25 |
| Total | 174 | 11.09 |

Demographics Strengths

The foundation of Cedar Creek High School's strengths is the community and school district/campus connectedness. Programs like "We Believe in BISD" and the "Bastrop Education Foundation" shows a community support that is felt by the students, teachers and families.

Cedar Creek High School's drop out rate declines each year. With nearly 70% of our students participating in the free and reduced lunch program, keeping students connected is vital to the success of our students. Our Credit Recovery program on campus, and collaboration with Genesis High School contribute to supporting our students and ensuring that they graduate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 2017-2018 school year, English Learner enrollment increased by 14.5%, however, the campus's 4-year EL graduation rate decreased by 10.8%.

Problem Statement 2: During the 2017-2018 school year, Special Education enrollment increased by 11.5%, however, Special Education passing rates on STAAR English Language Arts assessments decreased by 5%.

Student Achievement

Student Achievement Summary

Districts in the state of Texas must meet certain target scores in each domain related to state accountability. For the 2017-2018, Cedar Creek High School received the following scores:

| | Component Score | Scaled Score | Rating |
|---------------------------------------|------------------------|---------------------|---------------|
| Overall | | 78 | Met Standard |
| Student Achievement | | 79 | Met Standard |
| STAAR Performance | 40 | 69 | |
| College, Career and Military | 52 | 83 | |
| Graduation Rate | 96.8 | 90 | |
| School Progress | | 78 | Met Standard |
| Academic Growth | 61 | 68 | |
| Relative Performance (Eco Dis: 64.6%) | 46 | 78 | |
| Closing Gaps | 44 | 74 | Met Standard |

These index scores resulted in Cedar Creek High School receiving the Met Standard rating from the state of Texas. Additionally, Cedar Creek High School received the following recognitions:

| | |
|----------------|--------|
| Science | Earned |
| Social Studies | Earned |

Cedar Creek High School has concentrated its efforts on growing the Advanced Placement (AP) program. The following is a summary of the AP Student Data, which includes a breakdown of students receiving a *passing* score on these assessments.

AP Student Data

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------------------------------------|------|------|------|------|------|------|
| Total AP Students | 89 | 104 | 259 | 423 | 378 | 365 |
| Number of AP Exams | 151 | 173 | 500 | 696 | 723 | 642 |
| AP Students with Scores 3+ | 51 | 57 | 81 | 142 | 124 | 236 |
| % of Total AP Students with Scores 3+ | 57.3 | 54.8 | 31.3 | 33.5 | 32.9 | 36.7 |

The *Closing Performance Gaps Domain* (Domain III) emphasizes advanced academic achievement of specialized populations. In 2018, the Texas Education Agency evaluated Cedar Creek High School's special populations and the following areas of improvement were identified:

1. Academic Achievement in English language arts and mathematics
 - Performance targets were *not* met for students who are Hispanic, White, Economically disadvantaged, receiving English language acquisition services, and/or students receiving special education services. CCHS was identified for Domain 3-Additional Targeted Supports in the area of Special Education only.
 - College, Career, and Military Readiness
 - Performance targets were *not* met for students who are English learners and those who receive special education services.

Student Achievement Strengths

1. Our performance level average increased in English I, English II, Algebra I, and United States History.
2. Cedar Creek High School received a met standards rating from the Texas Education Agency.

3. Cedar Creek High School received two academic distinctions for Science and Social studies.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELs performed significantly lower (26%) than all students on STAAR end-of-course assessments.

Problem Statement 2: Student performance on the biology end-of-course exam did not increase from 2017 to 2018.

Problem Statement 3: First time STAAR end-of-course exam testers outperform re-testers across all subjects.

Problem Statement 4: Algebra I end-of-course exam retesters struggle to meet Closing the Gaps (Domain III) targets.

School Culture and Climate

School Culture and Climate Summary

A safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. Cedar Creek High School strives to create and maintain a positive culture through the implementation of Positive Behavior Interventions & Supports (PBIS) programs as well as a comprehensive socioemotional learning (SEL) curriculum to promote safety and positive interactions among various stakeholders. Believing that student learning is enhanced by positive steps to manage student behavior and increase inclusiveness, our campus has worked to implement structures including restorative practices, student advisory committees, and a strong relationship with law enforcement.

School Culture and Climate Strengths

- Holding high expectations for students with regard to academic achievement and behavior
- Utilizing a multi-tiered approach to student behavior that involves tracking traditional discipline data, and offering restorative and community building practices
- Engaging our community partner, "We Believe in BISD"
- Employing the approachable, visible, and responsive BISD Police Department
- Sustaining a culture that encourages students to participate in clubs and organizations throughout the campus.
- Continuing to implement a campus-wide socio-emotional learning curriculum; Character Strong.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although students are positively recognized throughout the school-wide community, Cedar Creek High School needs to increase its student recognition through the PBIS program.

Problem Statement 2: Cedar Creek High School has not effectively implemented and monitored a consistent and structured RtI process for students needing behavioral support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Below is recorded years of experience for the professional teaching staff at CCHS during 2017.

| Years | Campus (Actual) | % | State % |
|-----------|-----------------|------|---------|
| Beginning | 15.6 | 14.8 | 7.8 |
| 1-5 | 38.3 | 36.3 | 28 |
| 6-10 | 18.6 | 17.6 | 20.9 |
| 11-20 | 22.6 | 21.4 | 27.8 |
| 20+ | 10.4 | 9.9 | 15.5 |

This data indicates that nearly 51.1% of the professional staff have less than 6 years of experience. Given that Cedar Creek High School is classified as a rural school, it is difficult to hire and retain teachers.

Staff Quality, Recruitment, and Retention Strengths

CCHS has and continues to support new teachers through a campus-based New Teacher Mentor Program. This support includes regularly scheduled meetings with mentors, as well as regular check-ins with the admin team.

CCHS encourages teachers to apply for Bastrop Education Foundation grants that support innovative teaching in Bastrop ISD. Last year, CCHS earned \$50,433.03 worth of grants.

CCHS will send representatives to job fairs to recruit quality teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: During the 2017-2018 school year, Cedar Creek High School lost 40% of its math teachers

Problem Statement 2: During the 2017-2018 school year, Cedar Creek High School lost 31% of its career and technical education teachers.

Problem Statement 3: During the 2017-2018 school year, Cedar Creek High School lost 29.4% of its English teachers.

Problem Statement 4: During the 2017-2018 school year, Cedar Creek High School lost 25% of its science teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cedar Creek High School has committed to planning and preparation through the use of daily Professional Learning Communities (PLCs) session for teachers who teach Biology, United States History, English I, English II, and Algebra I. Teachers plan and prepare lessons during a scheduled PLC session throughout the school day. Teachers plan lessons primarily use the TEKS Resource System and the district curriculum website. Teachers use PLC protocols in lesson plans which include key concepts, state standards, key assessment areas, and key vocabulary. Teachers use the planning time to determine the best approach to accomplish effective lesson plans. The lesson plans are stored in the google drive for all team members to access. In addition, PLCs progress monitor students on various local and state assessments using the eduphoria data analysis system (AWARE). Teachers and campus leaders disaggregate data using various methods. They use the results to determine intervention needs in Tier 1 and Tier 2 instruction.

Assessment on CCHS campuses is guided by PLCs as well. PLCs create common assessments based on the unit of instruction and use the data to adjust instruction and check progress. In addition, CCHS uses district target exams. Once the data is disaggregated campus leadership teams and PLCs adjust instruction and create additional interventions. The assessments are benchmarks that check student performance STAAR-like assesments. The results are used to identify individual student intervention needs that are targeted to weak objective performance. Academic Assessments focus on End of Course Exam data, Advanced Placement data, SAT/ACT results, common assessments and district assessments.

CCHS focuses on the use of best practices through the Model Classrooms Project, identified areas of improvement, and identification of root causes with low achievement to develop and refine the written curriculum, taught curriculum and assessed curriculum. All decisions are data driven from campus walkthroughs, local assessment, and state assessments. As much as possible, CCHS embeds professional development to provide the basis for monitoring progress on student achievement at the district and campus level.

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

Curriculum, Instruction, and Assessment Strengths

The following list are strengths in Curriculum, Instruction, and Assessment

1. PLC planning sessions.
2. Advanced Placement Program continues to grow and improve upon scores
3. Created structured approach to serving our EL students - different levels of support based on individual proficiency levels
4. Ability to interpret and use common assessment data to drive instructional decisions

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: ELs performed significantly lower (26%) than all students on STAAR end-of-course assessments.

Problem Statement 2: Student performance on the biology end-of-course exam did not increase from 2017-2018.

Problem Statement 3: First time STAAR end-of-course exam testers outperform retesters across all subject.

Problem Statement 4: Algebra I end-of-course exam retesters struggle to meet Closing the Gaps (Domain III) targets.

Parent and Community Engagement

Parent and Community Engagement Summary

Cedar Creek High School has strong business partnerships and community support. The We Believe in Bastrop ISD and Bastrop Education Foundation has assisted CCHS through grants to support our teachers and students. CCHS also provides after-school activities that involve the community such as sporting events, Beyond the Bell, UIL Academics, fine arts, and performing arts.

Parent and Community Engagement Strengths

The following list highlights the strengths of CCHS's Family and Community Involvement strengths:

1. We Believe and BEF are examples of business partnerships that provide financial support to CCHS, which strengthen and deepen the educational opportunities given to BISD students;
2. CCHS has strong community support as evidenced through events such as Back-to-School Bash that truly brings the community, businesses, and school together and through strong attendance at school functions such as athletics, band, theater productions, Ballet Folklorico.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The percentage of Spanish-speaking families at Cedar Creek High School is high, yet the percentage of Spanish-speaking staff members is relatively low.

Problem Statement 2: The amount of parents involved in on-campus activities, programs, and services is low.

School Context and Organization

School Context and Organization Summary

Bastrop ISD has recently opted to reorganize the instructional alignment across grade levels and campuses through the hiring of content specialists in the areas of English, Mathematics, Social Studies/History, Science, and Special Education. Although we no longer have four instructional coaches focusing on core-content areas, we continue to support our teachers through the use of an instructional coach. Furthermore, each administrator oversees a core subject to assist with the planning and preparation of effective instruction.

School Context and Organization Strengths

- The campus has the support of four curriculum specialists for math, science, ELA and social studies. The curriculum specialists will be able to ensure curriculum is vertically and horizontally aligned throughout the district.
- The campus utilizes a secondary digital learning specialist that is shared with other campuses.
- The district hired an ELL coordinator to oversee compliance, instruction and ESL/bilingual programming throughout the district.
- The campus utilizes the PLC model.
- The campus has access to a district wide ELL collaborative that is composed of teachers, administrators and parents. This collaborative meets quarterly to discuss issues that pertain to ELLs, and creates goals to enhance professional development, programming, and intervention throughout the district.
- The campus utilizes a campus Student Resource Officer.
- The superintendent meets with high school student advisory council.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Cedar Creek High School's first-year percentage is approximately 45% and the teacher turnover rate continues to increase.

Problem Statement 2: The lack of effective two-way communication between Cedar Creek High School and the DAEP regarding student scheduling and course offerings creates scheduling conflicts upon students' return.

Technology

Technology Summary

Cedar Creek High School strives to provide innovative solutions to promote student achievement. Using funds provided by federal and state grants and the Instructional Materials Allotment, Cedar Creek High School made improvements to campus and provided a much needed influx of devices to our campuses. Cedar Creek High School has purchased multiple carts of Chromebooks to allow more teachers and students to access these resources. Cedar Creek High School has a Media Specialist who hosts classes, and gets into classrooms for technology application lessons. Students also have access to textbooks and supplemental resources through the purchase of digital licenses. These successes provide a foundation as we move forward, with a focus on digital learning and preparing our students for success in the world of tomorrow.

Technology Strengths

- Digitizing paper processes through Google Classroom
- Promote innovation through collaborative learning environment
- Collaborative team planning through PLC and Google Apps

Problem Statements Identifying Technology Needs

Problem Statement 1: Due to the high percentage of students receiving free/reduced lunch and the financial constraints faced at home, internet access and technological resources are limited.

Problem Statement 2: Professional development opportunities for increasing technology use in the classroom are limited at Cedar Creek High School and Bastrop ISD.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data


Goals

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

Performance Objective 1: By May 2019, CCHS will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%.

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data

Summative Evaluation 1:

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


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

Performance Objective 2: By May 2019, CCHS will increase Academic Achievement student performance at Meets:

- Reading from 33% to 44%
- Math from 27% to 46%

Evaluation Data Source(s) 2: STAAR Assessment Data

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| Comprehensive Support Strategy 1) Collaboratively introduce, promote, and monitor the use of the C & I website to: a) align and implement curricular across core content areas b) create common assessments c) utilize district data protocol to analyze student performance. | Leaders: C & I Dept & Campus Leadership | 1.) Implementation can be measured by designed flowchart of aligned activities and the sunset of certain programs or activities, and by the design of a coherent timeline of professional development activities. 2.) Impact can be measured by the clear articulated alignment | | | | |
| | Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2 | | | | | |
| 2) Provide curriculum implementation and instructional supports such as teacher coaching, professional development, PLC support based on Academic Target data, assistance in building campus-based common assessments. (2A, 2B, 2C) | Campus Administrators, Instructional Coach, PLC Leads | Increased amount of implementation of researched-based instructional strategies in each class. | | | | |
| 3) Students who performed at the Meets or Masters PL are provided with additional push-in and pull-out content support to increase their current PL. (2D) | Campus Administrators, Instructional Coach, PLC Leads | Increased amount of implementation of research-based instructional strategies in each class. | | | | |
| Comprehensive Support Strategy 4) Increase the capacity of teachers and staff to improve instructional practices guided by TTESS dimensions by actively participating in PLCs and professional development opportunities. (2A) | Campus Administrators, Instructional Coach, PLC Leads | Increased amount of implementation of research-based instructional strategies in each class. | | | | |
| | Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 | | | | | |
|  | | | | | | |

Performance Objective 2 Problem Statements:

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|----------------------------|
| Student Achievement |
|----------------------------|

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| Problem Statement 1: ELs performed significantly lower (26%) than all students on STAAR end-of-course assessments. |
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| Problem Statement 2: Student performance on the biology end-of-course exam did not increase from 2017 to 2018. |
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| Problem Statement 3: First time STAAR end-of-course exam testers outperform re-testers across all subjects. |
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| Problem Statement 4: Algebra I end-of-course exam retesters struggle to meet Closing the Gaps (Domain III) targets. |
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|--|
| Curriculum, Instruction, and Assessment |
|--|

| |
|---|
| Problem Statement 1: ELs performed significantly lower (26%) than all students on STAAR end-of-course assessments. |
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|--|
| Problem Statement 2: Student performance on the biology end-of-course exam did not increase from 2017-2018. |
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| Problem Statement 3: First time STAAR end-of-course exam testers outperform retesters across all subject. |
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| Problem Statement 4: Algebra I end-of-course exam retesters struggle to meet Closing the Gaps (Domain III) targets. |
|--|

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

Performance Objective 3: By May 2019, CCHS will increase Domain II- School Progress from 69% to 75%.





- Special Education Meets in Reading from 8% to 19%

- Special Education Meets in Math from 12% to 23%

Evaluation Data Source(s) 3: STAAR Assessment Data

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Provide aligned programs, resources, training, and data systems for teachers to monitor and address the needs of low performing students by: - establishing, implementing, and supporting protocols to identify and address needs of low performing students, and - by having quarterly meetings with the RtI committee to collaborate and problem solve in an effort to refine the process (2C, 2D) | Leader: District RtI Personnel Other involved: Campus Academic RtI administrator and committee members | Implementation: Completed manual Impact: Students receiving appropriate support for academic success | | | | |
| Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 | | | | | | |
| Comprehensive Support Strategy 2) Provide daily intervention time (Eagle Time) during the instructional day to support students who have not met standard on state assessments. Also, provide daily interventions for students who are needing additional support before their 1st round of End of Course exams. (2D) | Campus Admin | Implementation: Eagle Time schedule and students served; review progress monitoring data Impact: A). Students will improve performance on state assessments. B) Increased passing rates on STAAR English I and II for all students, as well as Hispanic, economically disadvantaged, special education, and English language learners. | | | | |
| Problem Statements: Student Achievement 1, 2, 3 Funding Sources: 199-024 - State Compensatory Education - 74051.00 | | | | | | |
| 3) Students who did not meet the approaches performance level on the Algebra I/English I and II EOC are placed in intervention classes. (2D) | Campus Administrators, Instructional Coach, PLC Leads | Increased amount of implementation of research-based instructional strategies in each class. | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| <p>Targeted Support Strategy</p> <p>4) Implement & monitor curriculum planning guides and IEP goals & progress.</p> <p>Support and encourage professional development for Special Education teachers in understanding the TEKS, pre-requisite skills, and strategies to support learning of essential standards through initial PD and teacher support.</p> <p>(2C)</p> | <p>Leaders: Director of Special Programs, Campus Admin, SpEd Dept Chair</p> | <p>Implementation can be measured by Professional Development surveys that document new learning of teachers,</p> | | | | |
| <p>Targeted Support Strategy</p> <p>5) Consistent use of district-wide curricular materials, ie: Read 180 & System 44.</p> | <p>Campus Administrators, Instructional Coach, PLC Leads</p> | <p>Increased student achievement on SPED EOY assessments.</p> | | | | |
| <p>Comprehensive Support Strategy</p> <p>6) Provide daily intervention during the instructional day to support students receiving special education services who have not met standards on the Algebra I EOC.</p> <p>(2D)</p> | <p>Campus administration, District Math Specialist</p> | <p>Implementation: Students will receive support through their Algebraic Reasoning class.</p> <p>Impact: Increased passing rates on Algebra I for students receiving special education services.</p> | | | | |
| <p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>7) During PLC sessions, the secondary SPED specialist will provide opportunities for Algebra I/ English I and II teachers to explore and implement various strategies to support SPED content acquisition as well as a content mastery. (2A)</p> | <p>Campus Administrators, Instructional Coach, PLC Leads</p> | <p>Increased amount of implementation of research-based instructional strategies in each class.</p> | | | | |
| <p>8) Provide Credit Recovery program opportunities for students to regain lost credit due to attendance and/or failing grades.</p> <p>(2D)</p> | <p>Campus Admin</p> | <p>Implementation: Student schedules in the Credit Recovery program and attendance after school and on Saturdays; # of credits recovered.</p> <p>Impact: Students will graduate with their cohort.</p> | | | | |
| <p>Funding Sources: 199-024 - State Compensatory Education - 69958.00</p> | | | | | | |
| <p>9) Provide daily intervention class (Practical Writing) for students who have not met standard on English I and/or English II. Also, 9th grade students in Read 180 class who have not met standard on 7th and 8th grade Reading & Writing STAAR exams.</p> <p>(2D)</p> | <p>Campus Admin</p> | <p>Implementation: Schedule students into year long Practical Writing course to prepare for retest.</p> <p>Impact: Students will meet or exceed standard on English I and/or English II retest.</p> | | | | |
| <p>Problem Statements: School Culture and Climate 1, 2</p> <p>Funding Sources: 199-024 - State Compensatory Education - 0.00</p> | | | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: During the 2017-2018 school year, English Learner enrollment increased by 14.5%, however, the campus's 4-year EL graduation rate decreased by 10.8%. |
| Problem Statement 2: During the 2017-2018 school year, Special Education enrollment increased by 11.5%, however, Special Education passing rates on STAAR English Language Arts assessments decreased by 5%. |
| Student Achievement |
| Problem Statement 1: ELs performed significantly lower (26%) than all students on STAAR end-of-course assessments. |
| Problem Statement 2: Student performance on the biology end-of-course exam did not increase from 2017 to 2018. |
| Problem Statement 3: First time STAAR end-of-course exam testers outperform re-testers across all subjects. |
| School Culture and Climate |
| Problem Statement 1: Although students are positively recognized throughout the school-wide community, Cedar Creek High School needs to increase its student recognition through the PBIS program. |
| Problem Statement 2: Cedar Creek High School has not effectively implemented and monitored a consistent and structured RtI process for students needing behavioral support. |







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

Performance Objective 4: By May 2019, CCHS will increase English Learner performance on STAAR:

- EL Meets in Reading from 13% to 29%
- EL Meets in Math from 23% to 40%

Evaluation Data Source(s) 4: Increase in all EL student performance campus-wide.

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| <p>Comprehensive Support Strategy Targeted Support Strategy 1) Support implementation of district-wide Sheltered Instruction Model. - Lesson Prep - Building Background - Comprehensible Input - Strategies - Interaction - Practice/Application - Lesson Delivery - Review/Assessment (2C)</p> | ELL Director Service Center Bilingual/ESL Staff Principal | 1.) Implementation can be measured by targeted walk-through data, TELPAS data, STAAR data, and District Benchmark data. 2.) Impact can be measured by student performance data. | | | | |
| Problem Statements: Demographics 1 - Student Achievement 1 - Parent and Community Engagement 1 | | | | | | |
| <p>Comprehensive Support Strategy 2) Support ELLs with the language acquisition process. (2C)</p> | Campus Administration, ELL Director, ELL Specialist. | Implementation: In addition to receiving Sheltered Instruction support in their core and elective classes, ELLs will be supported with the language acquisition process through ESOL I, ESOL II, ELD, Literary Genres, and Newcomers' Academy. | | | | |
| Problem Statements: Demographics 1 - Student Achievement 1 | | | | | | |
| <p>Comprehensive Support Strategy 3) During PLC sessions, the secondary ESL specialist will provide opportunities for Algebra I/ English I and II teachers to explore and implement various strategies to support EL language acquisition as well as a content mastery. (2A)</p> | Campus Administrators, Instructional Coach, PLC Leads | Increased amount of implementation of research-based instructional strategies in each class. | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: During the 2017-2018 school year, English Learner enrollment increased by 14.5%, however, the campus's 4-year EL graduation rate decreased by 10.8%.

Student Achievement

Problem Statement 1: ELs performed significantly lower (26%) than all students on STAAR end-of-course assessments.

Parent and Community Engagement


Problem Statement 1: The percentage of Spanish-speaking families at Cedar Creek High School is high, yet the percentage of Spanish-speaking staff members is relatively low.

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

Performance Objective 5: Prepare students to succeed in post secondary pathways by supporting mastery in traditional and non-traditional subjects. We will provide experience based learning opportunities, that enhance lifelong learning skills, pathway knowledge and academic content.

Evaluation Data Source(s) 5: Pathway Graduation Data, Career Fairs, Service learning projects and integration of school and community partnerships

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Provide training and preparation for students in the following: a.) SAT, ACT, TSI readiness b.) Coordination of scholarships, grants, financial aid and additional funding for students pursuing post-secondary options. | Leaders: Campus Admin, College and Career Specialists | 1.) Implementation can be measured by events created to support awareness for post-secondary options, and student surveys of career interests, and academic interests 2.) Impact can be measured by attendees and the development of additional programming to support post-secondary readiness such as new pathways, certifications, and increased admissions to all post-secondary institutions. | | | | |
| Problem Statements: Demographics 1 - Parent and Community Engagement 2 - Technology 2 | | | | | | |
| 2) Monitor and implement career pathways. | Leaders: Campus Admin, College and Career Specialists | 1.) Implementation can be measured by events created to support awareness for post-secondary options, and student surveys of career interests, and academic interests 2.) Impact can be measured by attendees and the development of additional programming to support post-secondary readiness such as new pathways, certifications, and increased admissions to all post-secondary institutions. | | | | |
| 3) Individually track student performance using CCMR indicators. | Leaders: Campus Admin, College and Career Specialists | 1.) Implementation can be measured by events created to support awareness for post-secondary options, and student surveys of career interests, and academic interests | | | | |
|  | | | | | | |

Performance Objective 5 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: During the 2017-2018 school year, English Learner enrollment increased by 14.5%, however, the campus's 4-year EL graduation rate decreased by 10.8%. |
| Parent and Community Engagement |
| Problem Statement 2: The amount of parents involved in on-campus activities, programs, and services is low. |

Technology

Problem Statement 2: Professional development opportunities for increasing technology use in the classroom are limited at Cedar Creek High School and Bastrop ISD.

Goal 2: Increase two-way communication with parents and stakeholders.

Performance Objective 1: Increase parent involvement by 5% through parent meetings to solicit feedback and share information with key stakeholders. (3A, 3C)

Evaluation Data Source(s) 1: Schedule of meetings.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| Comprehensive Support Strategy 1) Schedule meetings targeting specific student groups to represent the needs and diversity of our students. (3A, 3B, 3C) | Admin Team | Schedule of meetings conducted, including agendas; attendance logs | | | | |
| | Problem Statements: Parent and Community Engagement 2 | | | | | |
| 2) Design and deliver information to students and families using technology and print media that is effective, engaging, and relevant. (3A, 3B, 3C) | | | | | | |
| | | | | | | |

Performance Objective 1 Problem Statements:


| Parent and Community Engagement |
|--|
| Problem Statement 2: The amount of parents involved in on-campus activities, programs, and services is low. |

Goal 2: Increase two-way communication with parents and stakeholders.

Performance Objective 2: Reduce number of bullying instances by 5% by addressing student behavior concerns and bullying swiftly (1C)

Evaluation Data Source(s) 2: Discipline data

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Continue to communicate timely with parents/guardians regarding behavior issues on campus (1C) | Campus admin | Implementation can be measured by discipline data reports and the number of days it takes to close out an investigation | | | | |
| | Problem Statements: School Culture and Climate 1, 2 | | | | | |
| 2) Continue to communicate timely with parents/guardians regarding behavior issues on campus (1C) | Campus admin | Implementation can be measured by discipline data reports and the number of days it takes to close out an investigation | | | | |
| | Problem Statements: School Culture and Climate 1, 2 | | | | | |
|  | | | | | | |

Performance Objective 2 Problem Statements:


| School Culture and Climate |
|---|
| Problem Statement 1: Although students are positively recognized throughout the school-wide community, Cedar Creek High School needs to increase its student recognition through the PBIS program. |
| Problem Statement 2: Cedar Creek High School has not effectively implemented and monitored a consistent and structured RtI process for students needing behavioral support. |

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

Performance Objective 1: Increase staff retention rates by 5% through training, mentoring and leadership opportunities.

Evaluation Data Source(s) 1: Data analysis of employee exit survey and new teacher survey.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Sustain a quality mentor program on campus for new teachers to CCHS. | Campus Admin | Decrease in turnover of high performing teachers | | | | |
| | Problem Statements: Staff Quality, Recruitment, and Retention 2, 3, 4 - School Context and Organization 1 | | | | | |
| 2) Increase CCHS participation and representation at local and regional job fairs. | Campus admin | Job fair attendance; increase # of qualified applicants for posted positions | | | | |
| | Problem Statements: Staff Quality, Recruitment, and Retention 2, 3, 4 | | | | | |
| 3) Continue to recruit ESL certified teachers who are skilled to adequately meet the needs of our students. (2C) | Campus admin | growth in student performance | | | | |
| | Problem Statements: Staff Quality, Recruitment, and Retention 1, 2, 3, 4 | | | | | |
|  | | | | | | |

Performance Objective 1 Problem Statements:

| Staff Quality, Recruitment, and Retention |
|---|
| Problem Statement 1: During the 2017-2018 school year, Cedar Creek High School lost 40% of its math teachers |
| Problem Statement 2: During the 2017-2018 school year, Cedar Creek High School lost 31% of its career and technical education teachers. |
| Problem Statement 3: During the 2017-2018 school year, Cedar Creek High School lost 29.4% of its English teachers. |
| Problem Statement 4: During the 2017-2018 school year, Cedar Creek High School lost 25% of its science teachers. |
| School Context and Organization |
| Problem Statement 1: Cedar Creek High School's first-year percentage is approximately 45% and the teacher turnover rate continues to increase. |

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: Host bilingual community meetings to increase community engagement of Spanish-speaking families by 5% (3A, 3C)

Evaluation Data Source(s) 1: Greater involvement of Spanish-speaking families

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--------------|--------------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Calendar appropriate dates, in advance, for community meetings (3A, 3B, 3C) | Campus Admin | Schedule of meetings; sign in sheets | | | | |
| Problem Statements: Parent and Community Engagement 1, 2 | | | | | | |
| | | | | | | |

Performance Objective 1 Problem Statements:

| Parent and Community Engagement |
|---|
| Problem Statement 1: The percentage of Spanish-speaking families at Cedar Creek High School is high, yet the percentage of Spanish-speaking staff members is relatively low. |
| Problem Statement 2: The amount of parents involved in on-campus activities, programs, and services is low. |

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: Educate parents, business leaders, and community about opportunities to be involved in CCHS and increase participation by 5% (3B)

Evaluation Data Source(s) 2: Increased involvement of business and community leadership.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Mar | June |
| 1) Invite community members into CCHS as speakers for careers, inspiration, and relevance of life events to curriculum. (3B) | Campus Admin; Instructional Coach; Teachers | List of teachers, topics, and school visits | | | | |
| Problem Statements: Parent and Community Engagement 2 | | | | | | |
| | | | | | | |

Performance Objective 2 Problem Statements:

| Parent and Community Engagement |
|--|
| Problem Statement 2: The amount of parents involved in on-campus activities, programs, and services is low. |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 2 | 1 | Collaboratively introduce, promote, and monitor the use of the C & I website to: a) align and implement curricular across core content areas b) create common assessments c) utilize district data protocol to analyze student performance. . |
| 1 | 2 | 4 | Increase the capacity of teachers and staff to improve instructional practices guided by TTESS dimensions by actively participating in PLCs and professional development opportunities. (2A) |
| 1 | 3 | 2 | Provide daily intervention time (Eagle Time) during the instructional day to support students who have not met standard on state assessments. Also, provide daily interventions for students who are needing additional support before their 1st round of End of Course exams. (2D) |
| 1 | 3 | 6 | Provide daily intervention during the instructional day to support students receiving special education services who have not met standards on the Algebra I EOC. (2D) |
| 1 | 3 | 7 | During PLC sessions, the secondary SPED specialist will provide opportunities for Algebra I/ English I and II teachers to explore and implement various strategies to support SPED content acquisition as well as a content mastery. (2A) |
| 1 | 4 | 1 | Support implementation of district-wide Sheltered Instruction Model. - Lesson Prep - Building Background - Comprehensible Input - Strategies - Interaction - Practice/Application - Lesson Delivery - Review/Assessment (2C) |
| 1 | 4 | 2 | Support ELLs with the language acquisition process. (2C) |
| 1 | 4 | 3 | During PLC sessions, the secondary ESL specialist will provide opportunities for Algebra I/ English I and II teachers to explore and implement various strategies to support EL language acquisition as well as a content mastery. (2A) |
| 2 | 1 | 1 | Schedule meetings targeting specific student groups to represent the needs and diversity of our students. (3A, 3B, 3C) |

State Compensatory

Personnel for Cedar Creek High:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------------|-------------------------|-----------------|------------|
| Credit Recovery Teacher | Credit Recovery Teacher | Credit Recovery | 1 |
| Several | Eagle Time Teachers | | 1.26 |

Campus Funding Summary

| 199-024 - State Compensatory Education | | | | | |
|---|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 2 | | | \$74,051.00 |
| 1 | 3 | 8 | | | \$69,958.00 |
| 1 | 3 | 9 | | | \$0.00 |
| Sub-Total | | | | | \$144,009.00 |
| Grand Total | | | | | \$144,009.00 |