



Acknowledgements

The 2019-2020 Cedar Creek Elementary Campus Improvement Plan (CIP) was approved by the Campus Leadership Team. Priorities were first identified by the Board of Trustees with district administrative leaders at the annual Strategic Summit in January 2019. District leadership developed the District Improvement Plan Administrative to fulfill the priorities. Principals were responsible for using a similar site-based process to frame their respective Campus Improvement Plans. All staff work on activities throughout the year to achieve the priorities, goals and strategies of the plan.

Wherever noted,  indicates goals and priorities identified by Eanes ISD;
 indicates CIP goals required by the State of Texas.

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**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)****for Oral and Written Communication, Special Education****Oral & Written Communication**

1.a.	Develop clear expectations for Disciplinary Literacy				
1.b.	Incorporate oral and written communication into all subjects.				
1.c.	Increase opportunities for inter-disciplinary education				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
1.b.	Use vision statements from core areas and new ELA TEKS (adopted 2017) to set expectations for curriculum, instruction and assessment of disciplinary literacy skills in each area	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Eanes ISD LA adoption materials approved Spring of 2019	Formative/Summative: Formal and informal teacher assessments, standardized testing and district assessments. Report cards/grades and standards based on grades.
1.a.	Provide teachers with opportunities to develop curriculum resources that support disciplinary literacy (early release days, curriculum planning days)	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Eanes ISD LA adoption materials approved Spring of 2019	Formative/Summative: Formal and informal teacher assessments, standardized testing and district assessments. Report cards/grades and standards based on grades.
1.c.	Support disciplinary literacy by facilitating conversation with teachers in PLC /faculty meetings	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Resources to support the Reader's, Writer's, and Math workshop model, training provided by campus and district throughout the year, Eanes ISD Scope and Sequence, TEKS	Formative/Summative: Report card grades, district and campus reading assessment data, STAAR, MAP, informal and formal teacher observation, anecdotal teacher notes, minutes from PLC meetings

**INSTRUCTIONAL GOAL #1: Fully Implement a Guaranteed Viable Curriculum (GVC)****for Oral and Written Communication, Special Education/ §504****Special Education/ §504**

- 2.a. Enhance and refine support systems for instructional delivery models PPCD-ATS
- 2.b. Provide curriculum resources, research based instructional strategies and assessment tools to special education teachers to enable fidelity of implementation in the areas of Math, and English Language Arts, Transition for students needing specially designed instruction in collaboration with CIA Department (District Goal)
- 2.c. Review, analyze and implement findings and recommendation from the Special Education Program Review and Inclusive Culture Committee
- 2.d. Support implementation of evidence based practices that support access to curriculum, services and social emotional learning for all students.

No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
	Create a UDL leadership team focused on campus implementation and modeling of strategies	Ongoing	Instructional Leadership Team	Second Step, UDL resources, Restorative Practices PD in and out of the district	Formative/Summative: Reduction in number of office referrals, SEL and UDL survey
	Highlight and model effective practices in the areas of SEL, Restorative Practices, UDL and Inclusion	Ongoing	Instructional Leadership Team	Second Step, UDL resources, Restorative Practices PD in and out of the district	Formative/Summative: Reduction in number of office referrals, SEL and UDL survey

INSTRUCTIONAL GOAL #2: Cultivate a Districtwide Culture of Social-Emotional Learning

Pre-K-12 Social-Emotional Learning

3.a.	Reduce cultural stress; value emotional health and social emotional development				
3.b.	Develop and implement a GVC/GVE for SEL at all levels around the 5 Social Emotional Learning Competencies: Social Awareness, Self-Management, Self-Awareness, Relationship Skills, and Responsible Decision Making				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
3.a.	Implement restorative practices K-12 that encourage healthy relationships, self-management, self-awareness and responsible decision making	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Second Step curriculum, PLC planning, counselor resources	Formative - Classroom learning walks; PLC planning/SEL lesson plans; Summative - SEL report card; district-wide end of the year survey on social-emotional health
3.b.	Ensure the K-8 SEL Competencies are being taught effectively through the use of the Second Step resources and lessons embedded within the curriculum.	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Second Step curriculum; Morning meeting lessons/lesson plans	Formative - Classroom learning walks; PLC planning/SEL lesson plans; Summative - SEL report card; district-wide end of the year survey on social-emotional health
3.b.	Provide a K-5 campus-wide GVE around one or more of the SEL Competencies (e.g. STEAM Day, Career Day, Earth Day, International Day, etc.).	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	Second Step curriculum, counselor resources, Love and Logic	Formative - monthly information included in newsletter and through social media; presentations to Booster Club sharing SEL initiatives/strategies; during Friday assemblies we will recognize students who possess Rock'N Eagle Behaviors which focus on SEL competencies
3.b.	Provide direct instruction of SEL competencies based on student need and embedded instruction for all students.	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	CCE Campus Expectations (developed by teachers June 2019); K-5 alignment of campus-wide behavioral expectations	Formative/Summative: Report card SEL grading, Office referrals, SST behavior referral information, teacher observations (informal and formal)

OPERATIONAL GOAL #2: Community Building

2.a.	Ensure consistency, clarity and inclusivity.				
2.b.	Design information videos for unique audiences. (District Goal)				
	i. Alumni ii. Residents without students				
2.c.	Increase opportunities for authentic engagement of our parents, community members and business partners.				
2.d.	Enhance dynamic relationships and a common culture that enhances student learning experiences and strengthen our community				
No.	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
	Collaborate with parent and community groups to communicate campus initiatives and opportunities for stakeholder engagement	Ongoing	Principal	Increase opportunities for stakeholders to understand and engage with campus initiatives and work	Formative/Summative: minutes from monthly meetings with Booster Club Co-Presidents, CLT minutes and sign-in sheets, school newsletters
	Develop strategies to increase opportunities for authentic engagement of our parents, community members and business partners. □	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	STEAM Day curriculum, International Day, Eagle Dash Day, Showcase student work across the campus and off-site with community partners(Art Installation)	Formative/Summative: Observations and parent feedback during these events; calendar events and CCE newsletter reflections, photos on social media, parent and staff survey
	Collaborate with parent and community groups to communicate campus initiatives and opportunities for stakeholder engagement	Ongoing	Principal	Booster Club meetings, Coffee and Community, Fall Family Fun Fest, Book Fair Night, Food Drive	Formative/Summative: Attendance at Booster Club meetings/events as well as community and coffee
	Empower and encourage student leadership through a variety of opportunities throughout the school year	Ongoing	Principal, Assistant Principal, Educational Partner, Teachers	PA system and technology, Friday assembly technology/stage	Formative/Summative: Daily reading of announcements by student leaders, leadership positions held by students , record of leadership recipients at Friday assemblies

DIP GOAL #2: System Measures

Academic Performance All Content Areas Tested (STAAR Results)

2.a.	All students and each student group will show progress in each tested reporting category.				
2.b.	All students and each student group will achieve “approaches” grade level performance.				
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
2.a.1	Identify student groups who may/did not demonstrate progress.	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA	Student screening data, STAAR data, SST Process	Formative: Screening and STAAR data informs SST and Tier II Intervention Specialists and Tier III staff. Summative: 100% of students tested show progress in each reporting category.
2.b.1	Identify all students and student groups that did not meet the "approaches" grade level performance	2019 - 2020	Tier I Classroom teachers, SST Committee, Tier II Intervention Specialists, Educational Partners, Campus Principals, CIA	Tiers I and II II Interventions, Progress Monitoring	Formative: STAAR data analysis and identification of students. Summative: All students tested achieve approaching grade level performance and demonstrate progress.
2.b.2	Monitor and support the implementation of differentiated instruction for students in all special programs (Dyslexia, SPED, GT, ESL, At Risk).	2019 - 2020	Exec. Director of Special Services, CIA, Principals, SST Committees, Educational Partners	Professional Learning, TGAP Data, Learning Walks	Formative: Observation/walkthrough data, student products and performances, formative and summative assessment data.
					Summative: STAAR percentage increase or maintain passing status for all groups/tests and mastery percentage increases.

DIP GOAL #3: System Measures Student Special Populations

English as a Second Language (ESL)

3.a.	Eanes ISD staff will be certified and able to meet the language acquisition and affective needs of English learners enrolled in our district.				
3.b.	All LEP students will demonstrate progress on their EL Progress Measure Plans based on STAAR and TELPAS performance.				
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.a.1	Provide all faculty professional learning in the development of second language acquisition to increase the number of ESL certified teachers.	2019 - 2020	CIA, ESL Specialists, Classroom Teachers, LPAC	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13 Staff, ELPS, LPAC	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations.
					Summative: ESL certified teachers increase, sheltered instruction trained teachers increase and students demonstrate progress in TELPAS and STAAR (ELL Progress Measure Plan)
3.b.1	Coordinate planning between regular education and EL teachers to develop language acquisition strategies for identified LEP students.	2019 - 2020	CIA, ESL Specialists, Classroom Teachers,	TELPAS Data, Identification Assessment Data, ESL Specialists, Title III, Region 13, PLDs and ELPS, LPAC	Formative: Students demonstrate English acquisition progress in listening, speaking, reading and writing as measured by the Proficiency Level Descriptors.
			LPAC		Summative Students meet or exceed their plan to meet LEP Exit Criteria via the state assessment system.

Gifted and Talented (TAG)

3.c.	Eanes ISD staff will be prepared and/or GT certified to meet the academic and affective needs of identified Gifted and Talented students.				
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.c.1	Provide all faculty professional learning in the characteristics of GT students and designing instruction to effectively engage them as learners.	2019 - 2020	CIA, GT specialists. Principals	Summer and online professional learning	Formative: Identify teachers for GT certification and/or update Summative: GT student performance in all courses

Special Education

3.d.	The SPED Group will increase the approaches grade level rate on STAAR in each subject area as compared to the results from the previous year.				
3.e.	Develop policies, procedures, and/or updated operating guidelines meeting the expectations set forth in the TEA Special Education Strategic Plan				
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
3.d.1	Provide ongoing training and evaluate special education teachers on writing present levels of performance measurable and observable goals and objectives.	2019 - 2020	Special Education Administration, Special Education Instructional Partner	ESC training resources, Professional learning	Formative: Teacher work samples, ARD feedback from coordinators, results of intervention with teachers Summative: TGAP data, progress monitoring of ARD paperwork
3.d.2	Implement curriculum resources, research- based instructional strategies and assessment tools in math and ELA, Transition	2019 - 2020	Special Education Administration, Special Education Instructional Partner, CIA Department, UT Meadows Center Consultant, Special Education Teacher	TEKS, Curriculum resources, UT Meadows Contacts, Professional Learning Academies, embedded professional learning	Formative: Identification of research-based curriculum resources, instructional strategies and assessment tools; provide professional learning for implementation Summative: STAAR results, TGAP data on implementation; Progress monitoring BOY, MOY, EOY results
3.d.3	Provide professional learning on best instructional practices around Universal Design for Learning	2019 - 2020	Special Education Administration, CIA Department, Principals, Instructional Partners, General Education and Special Education Teachers	Summer professional learning, Contracted Consultant from CAST – Kristen Rodriguez	Formative: Attendance logs, exit interviews Summative: STAAR results, TGAP data on implementation, progress monitoring
3.e.1	Perform internal review of SPED Department policies, procedures and practices as reflected in SSP/CAP	2019 - 2020	Special Education Administration, CIA Department	TEA SSP/CAP, TEA resource documents, ESC resource documents, OSEP guidance documents	Formative: Internal review documentation Summative: Updated policies, practices or procedures

DIP GOAL #4: System Measures: Attendance & At-Risk

Attendance Rate

4.a. Increase the district's student attendance rate for all students and each student group*.					
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
4.a.1	Monitor student attendance.	2019 - 2020	Principals, Public Education Information Management Systems (PEIMS) coordinator, counselors, Principals	Skyward reports, Campus PEIMS Coordinator, Attendance Clerk, Attendance Report	Formative: Monitor attendance reports every three weeks.
					Summative: District attendance rate increases.
4.a.2	Communicate with parents regarding ongoing attendance patterns relating to attendance laws, student achievement, and school district funding.	2019 - 2020	Principals, assistant principals, counselors	Skyward Reports, Attendance Software, Attendance Clerks, Director of Communications	Formative: Report cards, conferences, letters and phone call records notifying parents of attendance.
					Summative: At-risk student attendance rate increases.
4.a.3	Conduct attendance conferences as needed for students at-risk of losing course credit for non-compliance with attendance laws.	2019 - 2020	Principals, assistant principals, counselors	Skyward Reports	Formative: Monitor reports every three weeks.
					Summative: At-risk student attendance rate increases.

At-Risk

4.b. The At-Risk Group will increase the STAAR passing rate in each subject area as compared to the results from the previous year.					
No.	Activity	Timeline	Person Responsible (s)	Resources	Measure and Evaluation
4.b.1	Use the at-risk criteria to identify all at-risk students and define needs by categories and individual data.	2019- 2020	Directors of Special Programs, Principals, Counselors, SST Committees, Tier II Specialists, Classroom Teachers	At-Risk Criteria, Student Educational Records, Skyward, Eduphoria	Formative: At risk designation is reviewed annually to add and remove students for the school year and updated as new information arises.
					Summative: Accurate and accessible at-risk data to inform teachers and administration.
4.b.2	Provide professional learning for teachers to implement strategies for the success of at-risk learners.	2019- 2020	Special Programs and Curriculum Directors, Principals, Counselors, SST Committees, Tier II Specialists, IPs, Classroom Teachers	Individual Student Data, Professional Learning, At Risk Strategies	Formative: Implementation of professional learning documented through exit tickets, surveys, and observations.
					Summative: At risk students demonstrate success via report cards and other indicators defined by individual student needs.
4.b.3	Provide accelerated instruction for all students not meeting standard on the STAAR assessments.	2019- 2020	Curriculum and Special Program Directors, SST Committees, Tier II Specialists, Classroom Teachers, Designated Providers of Acc. Int.	STAAR Data, Summer Programs,	Formative: Students requiring accelerated are informed of targets and receive instruction beyond the core curriculum to ensure future success.
				After School Programs, Embedded Programs	Summative: All pass the STAAR reading, writing, math and EOC assessments.