Sanger Independent School District

Clear Creek Intermediate School

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of Clear Creek Intermediate, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

Vision

Clear Creek Intermediate will be an exceptional district focused on innovative learning where students are prepared to create their future in an ever-changing world.

Educate - Inspire - Elevate

Value Statement

Pride & Tradition
Trust & Integrity
Faith & Community
Exploration & Ownership
Diversity & Uniqueness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clear Creek Intermediate School is a 24-year old, 3rd through 5th grade Title I campus in Sanger ISD located in Sanger, TX. In the 2022-2023 school year, there are 342 students. Of the students, the student population is predominantly White and Hispanic. Students are 31% Hispanic, 65% White, and 4% African American. Currently, 57% of Clear Creek Intermediate students are Economically Disadvantaged, 14% are English Language Learners, 23% are Special Education, and are At-Risk. The average daily attendance for the 2021-2022 school year is approximately 96.7%. In 2022-2023 there are 38 staff members at Clear Creek Intermediate School. There are 29 instructional staff members, which includes 2 administrators, 1 full-time counselor, 1 CSI (Campus Student Interventionist) and 1 GT (Gifted and Talented) facilitator, 1 nurse, 1 dyslexia, and 22 certified teachers.

Demographics Strengths

 Clear Creek Intermediate is 100% certified and all teachers have ESL endorsement. Our average daily attendance is approximately between 96-98%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: To provide all staff training needed to meet the needs of ALL students in behavior management (specifically needed for high behavior need SPED students)
Root Cause: Lack of resources and tools for the classroom management when dealing with increased severe behaviors.

Student Achievement

Student Achievement Summary

Clear Creek Intermediate was identified in 2019 campus accountability as a school identified as Targeted Support based on Domain 3 (Federal Accountability) ; we did not not earn any distinction designations. In 2022, we made significant growth by 8% overall in accountability. CCI will continue to address and targeted needs in order to grow an additional 3%

Student Achievement Strengths

Attached to the Data Documentation I attached campus accountability data showing our growth as a campus from 2019 to 2022. This was an overall increase of 8%, 16% growth for those identified as Economically Disadvantaged, and 11% growth in student progress DURING a pandemic!

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Math is a target area for our campus this year as we lack in resources and tools to push growth in math skills. **Root Cause:** Making more quality resources available to our Math teachers that are aligned with our TEKS and standards.

School Culture and Climate

School Culture and Climate Summary

The school culture of Clear Creek Intermediate is a community of learning by engaging, challenging and inspiring all students through innovative learning experiences. Clear Creek Intermediate will focus on innovative learning, collaboration, and building relationships to foster support for both emotional and academic needs so students are prepared for their future in an ever-changing world.

School Culture and Climate Strengths

Meet the Teacher

3rd-5th Grade Choir performances

UIL competitive teams

Fall/Spring Book Fair

 Red Ribbon Week (Drug & Bullying Prevention)

Fall Carnival

Grade Level Holiday Parties/End of the year celebrations

Grade level Field Trips

CCI Color Run

Open House

Field Day

 Positive Behavior Intervention System

TRIBE Awards

Weekly awards

Genius Hour

Emergency Drills

21 Healthy Snack Day Challenge

Homecoming Spirit Week

Run For Your Life

Student Participation in Fitness Test

Six-Week Award Assemblies

Teacher of the Month Recognition

Positive Phone Calls home

Luncheons for teachers throughout the year

Stock the Lounge

Monthly giveaways by PTO

Weekly affirmations in Shout Out

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: CCI families have limited time available to partner with the school. Most families have both parents working which limits their opportunity to be involved with PTO or other school related activities. **Root Cause:** Opportunities not being compatible with a full time parent who works.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sanger is a small community just north of Denton. Clear Creek Intermediate has 38 total staff members including teachers, paraprofessionals, and administration. The staff's average years of experience is 13 years. Highly qualified teachers are placed in each position, with each teacher being English as a Second Language certified. New teachers are assigned a grade level mentor on their home campus.

Staff Quality, Recruitment, and Retention Strengths

Clear Creek Intermediate's strengths in the area of Staff Quality, Recruitment, and Retention are:

Highly Qualified Teacher 100%

English as a Second Language certified

Staff average years of experience is 13 years

Positive staff culture cultivated by both the administration and staff

We are in close proximity to both University of North Texas and Texas Woman's University to support student teaching experiences

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Sanger ISD needs to be competitive with area districts in salary for teachers to attract quality candidates to our district. **Root Cause:** Small district competing with neighboring big and small districts with more attractive teacher salaries.

Problem Statement 2: Teachers continually are given additional responsibilities on to their work load which has caused many to leave the profession. **Root Cause:** Additional trainings (ex: Reading Academy) given on top of normal daily teaching responsibilities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Clear Creek Intermediate uses the following for Curriculum and Instruction:

TEKS Resource System to access a scope and sequence, instructional focus document, year-at-a-glance, which we use to drive our instruction and assessments. This system is aligned directly with our Texas State Standards.

Clear Creek Intermediate has a built-in intervention time (Tribe Time) that focuses on what students need academically. This time is used to enrich high achieving students, as well as reaching our struggling students. This times is also fullfills requirements to meet House Bill 4545 requirements.

Clear Creek Intermediate is equipped with classroom sets of ipads for each student. Teachers use this technology to engage their students, provide differentiation, and track student academic data.

Clear Creek Intermediate collaborates with district elementary campuses to provide consistent instruction, create common unit assessments and vertically align across grade levels.

Clear Creek Intermediate implemented Canvas as the online platform. Clear Creek Intermediate provides online resources to provide supplemental supports to all learners.

Clear Creek Intermediate use a universal screener 3 times a year to progress monitor all students in the area of Reading and Math.

Clear Creek Intermediate uses STAAR benchmarks to track and practice a full blown state assessment prior to test dates.

 Tribal Talks (PLC) are conducted once a week for each grade level giving opportunity for teachers to collaborate about instruction and track student growth using our Student Growth Wall.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: CCI is 34% Hispanic with 14% of that are students identified ELL. Although all teachers have ESL certificates, we currently do not have adequate resources to support those learners and the training background to support teachers. **Root Cause:** The ELL district department is one person. No consistent yearly training in the area of ELL.

Problem Statement 2 (Prioritized): Additional math resources that align with our TEKS, STAAR 2.0 style questions, rigor but yet still allows basic skills to be practiced. **Root Cause:** Input from ALL stakeholders to have buy in from everyone.

Parent and Community Engagement

Parent and Community Engagement Summary

Clear Creek Intermediate offers a variety of opportunities for varied stakeholders to be involved with the school community.

Parent and Community Engagement Strengths

Clear Creek Intermediate offers many opportunities for families and community members to get involved in meaningful activities.

Meet the teacher

Book Fair

Open House

Fall Carnival

Awards ceremonies

Field Day

NES Induction Ceremony

Color Run

PTO

School Holiday parties

Verteran's Day Program

Grandparent's Day

Thankful for our Parents- Thankgiving Day lunch

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent involvement continues to decrease, despite the increased opportunities for family engagement. **Root Cause:** CCI demographics play a huge role in parent involvement. Between language barriers, working parent households, or lack of interest in volunteering our parent involvement is low.

School Context and Organization

School Context and Organization Summary

Our campus values relationship building with students and families. All of our staff have been trained in PBIS, which is our basis for building relationships and maintaining a positive school environment. We believe relationships are the key to all student success.

School Context and Organization Strengths

Communication is frequent and varies in accessibility, such as School Status, Facebook, Remind 101, Class DOJO, Email, or phone calls.

We have received lots of positive feedback from the community

Opportunities for parent involvement in school

Positive Behavior Intervention System has created a positive environment school-wide

Teacher input in decision making

Open doors between teachers and administration

Communication through email/shout-out

Grade level flexibility in Master Schedule

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: CCI to provide more opportunity for support staff and Specials teachers to have input or concerns heard. **Root Cause:** By fault, more attention given to meeting with grade level teachers through PLC, planning, and other designated meetings.

Technology

Technology Summary

Technology plays an important role in terms of what and how student learning takes place. At Clear Creek Intermediate, teachers are encouraged and supported in the use of technology to engage students in their learning.

Clear Creek Intermediate is currently uses various forms of technology such as iPads, Macbooks, Apple TV, TV and educational applications. We are currently one to one with iPads. The computer lab provides an opportunity for students to access desktop computers through electives. Along with access to hardware, students utilize Class Link to acess Education Galaxy, Canvas, Imagine Learning, STAR 360, DMAC, for curriculum content enhancement and reinforcement of learning objectives.

Technology Strengths

- Staff and student proficiency in the use of the campus level technology
- All classroom teachers have Apple TV, and there is an interactive TV on campus in both STEAM Lab and Computer Lab.
- 1:1 with iPads
- DMAC: Data analysis and reporting of student assessments
- Ascender: Parent portal for grade tracking
- SchoolStatus: Student Data Analytics and Parent communication
- Class Dojo
- Remnd 101
- Class Link
- Utilization of Education Galaxy, Imagine Learning, Canvas for curriculum content enhancement and reinforcement of learning objectives.

Problem Statements Identifying Technology Needs

Problem Statement 1: CCI needs continued support in being provided specific training for new technology platforms in order to increase technology use through instruction. **Root Cause:** Technology is ever changing. It is important to stay abreast to those changes in order to better serve students.

Priority Problem Statements

Problem Statement 2: Math is a target area for our campus this year as we lack in resources and tools to push growth in math skills.

Root Cause 2: Making more quality resources available to our Math teachers that are aligned with our TEKS and standards.

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: Parent involvement continues to decrease, despite the increased opportunities for family engagement.

Root Cause 1: CCI demographics play a huge role in parent involvement. Between language barriers, working parent households, or lack of interest in volunteering our parent involvement is low.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 3: Additional math resources that align with our TEKS, STAAR 2.0 style questions, rigor but yet still allows basic skills to be practiced.

Root Cause 3: Input from ALL stakeholders to have buy in from everyone.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: We will provide rigorous learning opportunities an curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: Improve the reading/ELA student performance of all students and student sub-groups as measured by state, district, and classroom assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Improve student performance on grades 3-5 ELAR state assessments by 5%

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Education Galaxy, STAAR 360, Benchmarks, Imagine Learning (specific to ELL), STAAR 2.0 questions as a way to target specific skills for individual students based on their needs to reinforce their mastery of that skill.	Formative		
	Jan	Mar	May
Strategy's Expected Result/Impact: increase 5% on STAAR grades 3-5 **Staff Responsible for Monitoring:** Principals ELAR Teachers CSI SPED **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement short writing responses across all grade levels and subjects to support daily writing to build stronger writing skills that align with new state standards.	**Formative**		
Strategy's Expected Result/Impact: 5% increase on state assessment in grades 3-5	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals Teachers CSI SPED **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**			

Strategy 3 Details	Formative Reviews		
Strategy 3: CSI will work closely with all teachers to support implementation of effective strategies to increase student performance.	**Formative**		
Strategy's Expected Result/Impact: 5% increase on state assessment in grades 3-5	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals CSI **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide additional intervention specifically targeted to those students in grades 4 and 5 that did not pass Reading in the last two school years as part of the meeting requirements of House Bill 4545	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: Meet passing requirement for state assessment and student growth. **Staff Responsible for Monitoring:** Principal ELAR teachers SPED CSI **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**			

Strategy 5 Details	Formative Reviews		
Strategy 5: All teachers will collaborative plan and use common assessments for student achievement.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: 5% increase on state assessment **Staff Responsible for Monitoring:** Principal ELAR Teachers CSI SPED **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**			

Strategy 6 Details	Formative Reviews		
Strategy 6: Collect student work samples and assessments in order to track and document progress. Assessment to be track using Student Growth Wall in PLC room.	**Formative**		
	Jan	**Mar**	**May**

Strategy's Expected Result/Impact: 5% increase on state assessment
    Staff Responsible for Monitoring: ELAR teachers
Principal
SPED
CSI
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Results Driven Accountability**			

0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Goal 1: We will provide rigorous learning opportunities an curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: Improve math student performance of all students and student sub-groups as measured by state, district, and classroom assessments.

>   **High Priority**

>   **HB3 Goal**

>   **Evaluation Data Sources:** Improve student performance on grades 3-5 Math state assessments by 5%

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Education Galaxy, STAAR 360, Benchmarks, Imagine Learning (specific to ELL), STAAR 2.0 questions as a way to target specific skills for individual students based on their needs to reinforce their mastery of that skill.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: increase 5% on STAAR grades 3-5 **Staff Responsible for Monitoring:** Principals Math Teachers CSI SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			

Strategy 2 Details	Formative Reviews		
Strategy 2: CSI will work closely with all teachers to support implementation of effective strategies to increase student performance.	**Formative**		
Strategy's Expected Result/Impact: 5% increase on state assessment in grades 3-5	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals CSI **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional intervention specifically targeted to those students in grades 4 and 5 that did not pass Math in the last two school years as part of the meeting requirements of House Bill 4545	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: Meet passing requirement for state assessment and student growth. **Staff Responsible for Monitoring:** Principal Math teachers SPED CSI **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: All teachers will collaborative plan and use common assessments for student achievement.	**Formative**		
Strategy's Expected Result/Impact: 5% increase on state assessment	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal Math Teachers CSI SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Collect student work samples and assessments in order to track and document progress. Assessment to be track using Student Growth Wall in PLC room.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: 5% increase on state assessment			
Staff Responsible for Monitoring: Math teachers Principal SPED CSI **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: We will provide rigorous learning opportunities an curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: Improve 5th grade science student performance of all students and student sub-groups as measured by state, district, and classroom assessments.

High Priority

Evaluation Data Sources: Improve student performance on 5th grade science state assessment by 5%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Education Galaxy, STAAR 360, Benchmarks, Imagine Learning (specific to ELL), STAAR 2.0 questions as a way to target specific skills for individual students based on their needs to reinforce their mastery of that skill.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: increase 5% on STAAR grades 3-5 **Staff Responsible for Monitoring:** Principals 5th Science Teachers CSI SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			

Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will collaborative plan and use common assessments for student achievement.	**Formative**		
Strategy's Expected Result/Impact: 5% increase on state assessment	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal 5th Science Teachers CSI SPED **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Collect student work samples and assessments in order to track and document progress. Assessment to be track using Student Growth Wall in PLC room.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: 5% increase on state assessment **Staff Responsible for Monitoring:** Math teachers Principal SPED CSI **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: We will provide rigorous learning opportunities an curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: Provide students identified as needing support through SPED, Limited English Proficient (LEP), At-Risk and Gifted and Talented with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement.

High Priority

HB3 Goal

Evaluation Data Sources: Increase on state assessment by 2%

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Imagine Learning for Limited English Proficient (ELL) to provide reinforcement of instruction in the areas of math and reading.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: 5% increase on campus and state assessments. **Staff Responsible for Monitoring:** ESL Coordinator Teachers Principals SPED **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Target areas of struggle within our GT students and provide interventions through designated Tribe time.	**Formative**		
Strategy's Expected Result/Impact: 10% growth in state assessment for students identified GT.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals Teachers GT Teacher **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Students identified GT will be provided enrichment through weekly instruction given by the GT Teacher.	**Formative**		
Strategy's Expected Result/Impact: 10% growth in state assessment for students identified GT.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: GT Teacher **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide interventions before, during, and after school for students identified at risk. Instruction to be tailored to House Bill 4545 individualized educational plan.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: 50% of students identified under House Bill 4545 meet standard on one or more state assessments. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Goal 1: We will provide rigorous learning opportunities an curricula that exceeds state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: All schools will implement strategies to support the enrollment, attendance, and success of homeless children and youth.

High Priority

Evaluation Data Sources: Evidence of support of enrollment, attendance, and success of homeless children and youth.

Strategy 1 Details	Formative Reviews		
Strategy 1: CCI counselor will support identified homeless students and provide them with school supplies, food, clothing, as needed.	**Formative**		
Strategy's Expected Result/Impact: Homeless students will be provided necessary resources and tools to insure their success. CCI Counselor will provide weekly check in with those identified homeless.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor **ESF Levers:** Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gap.

Performance Objective 1: Base all resource allocations on thorough analysis of student performance data annually.

High Priority

HB3 Goal

Evaluation Data Sources: Evidence will be present in student performance in state and local assessments and evaluated at least 3 times a year. We will use unit assessments, Star 360, and benchmark testing to track student progress and data through DMAC. We will also use Education Galaxy and Imagine Learning(ELL) resources to reinforce student progress.

Strategy 1 Details	Formative Reviews		
Strategy 1: Clear Creek Administration will review and gather feedback from both Tribal Talks and Campus Leadership team on all resources, tutoring, and intervention times in order to change or modified based on data results and what is best for students.	Formative		
	Jan	Mar	May
Strategy's Expected Result/Impact: Overall 5% in student achievement in student assessments and STAAR. **Staff Responsible for Monitoring:** Campus Administration Teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Administration will conduct efficient walkthroughs and evaluation of staff members to provide meaningful feedback and suggestions to help strengthen classroom instruction.	Formative		
	Jan	Mar	May
Strategy's Expected Result/Impact: Following the 3 tier system adopted by the district: Tier 1- Full TTESS evaluation Tier 2- Goals and at least 4 walk throughs Tier 3- At least 4 walk throughs **Staff Responsible for Monitoring:** Principals **TEA Priorities:** Recruit, support, retain teachers and principals			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: Provide opportunities for all students to develop character and soft-skills.

High Priority

Evaluation Data Sources: Campus counselor will implement, lead, and monitor all activities related to character building, social/emotional skills, bullying intervention, and other subjects related to developing one's character every month.

Strategy 1 Details	Formative Reviews		
Strategy 1: CCI will provide guidance lessons to all students to help them develop positive relationships with their peers.	**Formative**		
Strategy's Expected Result/Impact: At least once a month guidance lessons to students during Extra Specials.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: CCI Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: CCI will conduct the MTSS screener to all student to help identify those students needing Rti intervention for behavior.	**Formative**		
Strategy's Expected Result/Impact: Decrease behavior referrals to the office by 2% along with implementing an effective plan in order for each student to be successful.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals Counselor Teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities to recognize students and the positive impact they are having while at school.	**Formative**		
Strategy's Expected Result/Impact: Weekly awards	**Jan**	**Mar**	**May**

- Student of the Week
 - Library Leaders
 - Master Musician
  - Computer Wizard
  - King and Queens of Gym
- Caught being Kind
  - Positive Principal Phone
    Home
 	
Nine Weeks Recognition
 - Tribe Awards
 - Perfect Attendance
 - All A's and Honor Roll
Staff Responsible for Monitoring: Campus Administration
Counselor
Teachers
 	
Title I:
2.6
 - **ESF Levers:**
Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide support with opportunities to have access to CCI School Counselor, Dr. Boyer, Crisis Counselor, Dr. Hughes, Director of Student intervention, LSSP, and behavior Specialist in order to help with difficult issues.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be provided tools and resources for them to deal and cope successfully with			

difficult issues.

Staff Responsible for Monitoring: CCI Counselor
Crisis Counselor
Director of Student Intervention
Campus Administration
LSSP
Behavior Specialist

Title I:
2.6
 - **ESF Levers:**
Lever 3: Positive School Culture

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

Goal 4: We will recruit, develop, and retain compassionate, effective, innovative, and highly motivated staff.

Performance Objective 1: Insure that all teachers are certified in the areas they are teaching to meet ESSA requirements.

High Priority

HB3 Goal

Evaluation Data Sources: Hire, select, and be accountable that all staff meet criteria for a highly qualified teacher.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop interview committees that will select and review the best candidate for any and all open teaching position on campus.	**Formative**		
Strategy's Expected Result/Impact: Increase student success with a hiring highly qualified teacher.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities throughout the year to recognize, support, and celebrate teachers.	**Formative**		
Strategy's Expected Result/Impact: SISD Teacher of the Month CCI Teacher of the Month Teacher Appreciation Week PTO monthly Appreciation giveaways CCI Teacher Zen Den Weekly Principal Affirmation Shout Outs	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: All staff are given opportunities through the year to grow professionally in areas of greatest need.	Formative		
Strategy's Expected Result/Impact: Attend all district professional development All 3rd grade teachers trained in Reading Academy Any professional development assigned by Campus Administration	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals District Administration **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide new teachers to the district with a mentor teacher throughout their first year.	Formative		
Strategy's Expected Result/Impact: Support and access to a experienced teacher throughout the year along with supports from District administration.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration Mentor Teacher **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: Ensure that all district facilities are safe and maintained.

High Priority

Evaluation Data Sources: Region 10 Audit
Region 11 Safety Check
Campus Drill practice using Navigate Prepared

Strategy 1 Details	Formative Reviews		
Strategy 1: Safety Audit conducted by Region 10 and reviewed by Campus Leadership team.	**Formative**		
Strategy's Expected Result/Impact: Complete Safety Review when completed.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration State Safety Auditors Safety and Security Team **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 2 Details	Formative Reviews		
Strategy 2: Safety and Security Audit by Region 11 and reviewed by Campus Leadership Team	**Formative**		
Strategy's Expected Result/Impact: All safety measures are secure and appropriate	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration Region 11 Auditors Safety and Security Team **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: All staff is trained on all safety and security protocols for the campus	**Formative**		
Strategy's Expected Result/Impact: Trained during Professional Development August 2022 Enter and Exit through front entrance Doors to classrooms are shut and locked at all times Bathroom and door checks during transitions Access and trained on Navigate Prepared **Staff Responsible for Monitoring:** Campus Administration Teachers Safety and Security Team **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Jan**	**Mar**	**May**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Conduct required Safety Drills that include Fire, Severe Weather, and Intruder drills	**Formative**		
Strategy's Expected Result/Impact: Fire Drills once a month Intruder and Sever Weather twice a semester. All drills documented in Navigate Prepared **Staff Responsible for Monitoring:** Campus Administration Teachers Safety and Security Team **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: Implement protocols that enhance student safety and build relationships

High Priority

Evaluation Data Sources: To record all strategies used to help create a safe environment that is positive and conducive to learning for all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of campus wide PBIS plan.	**Formative**		
Strategy's Expected Result/Impact: Decrease in student office referrals by 2%	**Jan**	**Mar**	**May**
Increase positive referrals or compliment cards by 5%			
Recognize Tribe award winners each six weeks			
Increase in student achievement overall by 5% **Staff Responsible for Monitoring:** All Staff			
ESF Levers: Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in nation wide opportunities that support a safe and drug free school environment.	**Formative**		
Strategy's Expected Result/Impact: Red Ribbon Week Access to counselor to report and record bullying.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration Counselor			
ESF Levers: Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: Provide access to Tranquil TeePee of Get Move Rooms that will provide a safe space for ALL students to have opportunity to refocus and regroup through sensory or movement.	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 5% decrease in needed breaks for those high behavior indentified students. **Staff Responsible for Monitoring:** All staff **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: Provide opportunities that will increase parent involvement and allow them to partner in their child's education.

    High Priority

    Evaluation Data Sources: Increase parent involvement in all school functions by 10%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use multiple strategies to communicate with parents about any and all things campus related.	**Formative**		
Strategy's Expected Result/Impact: School Status- daily	**Jan**	**Mar**	**May**
Facebook- weekly			
Remind 101-weekly			
School Website- weekly			
PTO Meetings- once a month			
Open House-once a year			
Meet the Teacher- once a year			
Class Dojo			
Parent Conference			
Weekly Smore Newsletter			
Staff Responsible for Monitoring: All staff			
Title I:			
4.1, 4.2			
- ESF Levers:			
Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunity for parents to hear and provide feedback of campus initiatives.	**Formative**		
Strategy's Expected Result/Impact: Two opportunities to attend Title 1 Parent Meeting	**Jan**	**Mar**	**May**

Provide at least one opportunity for a campus wide parent survey

Provide and make available Campus Flyer about our campus to all parents.
Staff Responsible for Monitoring: Campus Administration

Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: Participate in professional development activities that will provide opportunities to become more effective and improve student performance.

    Evaluation Data Sources: Certificates and sign in forms documenting teacher attendance to all professional learning opportunities offered by district or outside the district.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will attend Tribal Talks weekly to plan and become experts with their subject/grade level TEKS. This is time to analyze data, adjust, monitor, of change interventions.	**Formative**		
	Jan	**Mar**	**May**

Strategy's Expected Result/Impact: 5% increase in student achievement.
    Staff Responsible for Monitoring: Campus Administration
CSI
Teachers
 	
    Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide teachers opportunity to vertically plan with teachers across the district in order to create consistency in instruction and time for collaboration.	**Formative**		
	Jan	**Mar**	**May**

Strategy's Expected Result/Impact: 5% increase in student achievement
    Staff Responsible for Monitoring: Campus Administration
CSI
Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Third Grade Teachers and Administrators will attend the TEA Reading Academies	**Formative**		
Strategy's Expected Result/Impact: Increase Student Achievement in Reading	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal Assistant Superintendent of Curriculum and Instruction **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Addendums

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		78	C
STAAR Performance	51	78	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	83	91	A
Relative Performance (Eco Dis: 57.7%)	51	81	B
Closing the Gaps	82	79	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

Not Eligible **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**