



**Clear Creek ISD  
Campus Improvement Plan**

**2023-2024**

**Campus: WEDGEWOOD EL**

# Clear Creek ISD Strategic Plan

## Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.

## Statement of Beliefs

We believe:

- everyone deserves to be physically and emotionally safe.
- each child's voice deserves to be heard.
- strength of character is a hallmark of growth and learning.
- trust, compassion, and respect are essential to positive relationships.
- parents, community and school have a shared responsibility for the education of youth.
- there is a collective moral imperative to invest in each person's capacity for growth and excellence.
- determination, perseverance and resilience lead to achievement.
- inclusivity creates unity.
- service before self, strengthens community.
- an innovative mindset is essential for future success.

## Core Values

- Trustworthiness: Act with honesty in all that you do
- Respect: Value yourself and others
- Responsibility: Own your choices
- Fairness: Play by the rules and consider the needs of others
- Caring: Be kind to others
- Citizenship: Work to improve your school, community, and country.

## Parameters

- We will stand firm in our commitment to each student.
- We will focus decisions on what is best for students.
- We will base decisions on facts and data.
- We will treat each person with dignity and respect.
- We will sustain a culture of inclusion and collaboration.
- We will model what we expect.
- We will compromise neither excellence nor integrity.

## Objectives

- Each student will discover and actualize his or her academic, social and personal potential.
- Each student will embrace his or her unique talents to contribute to humanity.
- Each student will develop the leader within.
- Each student will exemplify integrity while actively learning, serving and leading.

## Strategies

- I. We will foster a safe and nurturing environment.
- II. We will design and implement learning experiences that inspire student achievement, agency and growth.
- III. We will cultivate social and emotional capacity and a commitment to service before self.
- IV. We will expand the organization's capacity to accomplish our strategic intent.
- V. We will ensure our community, parents, staff and students exercise shared ownership of our mission.

# 2023-2024 District Improvement Plan & District Goals

The 2023-2024 District Goals are **aligned with** the **District’s Community-Based Accountability Pillars**, and the strategies and result statements within the **District’s Strategic Plan**. The 2023-2024 District Goals are summarized in five areas:

- Academic Achievement
- Physical and Emotional Safety
- Financial Stability
- Culture and Belonging
- Vision 2030

These five areas are prioritized for the work of staff and students for the 2023-2024 school year with recognition that many other initiatives, major work, and expectations support our success as a district.

The development of district goals, with input from District administrators and Board of Trustees, in spring of the school year preceding the term of the goals will allow campus, department, and district staff to incorporate goals into planning documents and professional learning.

Texas Education Code §11.252 requires each school district to “have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee” with a number of compliance measures. Through the [District’s Innovation Plan](#), the prescriptive list of requirements in the district improvement plan will be replaced by the Strategic Planning process.”

The 2023-2024 District Goals, as aligned to the District’s Strategic Plan, form the basis of the District and Campus Improvement Plans.

## CCISD Strategic Plan Strategies, Community-Based Accountability Pillars, Signaling Questions, and Profile of a Learner Alignment:

*Directions for Supporting Goal Setting Document:* When selecting goals in the companion document based on the following three areas: Achievement, Culture, & Behavior, **select Result statement first**, which will then populate all other areas (CCISD Strategy, Pillar, Signaling Question(s), and Profile of a Learner). Then select the district goal that is supported by your campus goal.

Strategy		Results Statement (Specificities)	Pillar	Signaling Questions	Profile of a Learner
I.	<b>Foster a Safe and Nurturing Environment:</b> We will foster a safe and nurturing environment.	1. An intentional focus on safety and security.	Safety & Wellness	To what extent has the District supported the physical health needs of students, staff, families, and the community?	Compassionate & Confident
II.	<b>Inspire Student Achievement, Agency, and Growth:</b> We will design and implement learning experiences that inspire student achievement, agency, and growth.	1. Expanded learning opportunities to foster growth for each learner.	Student Learning & Progress	To what extent have students demonstrated at least one year's worth of growth?	Creators & Critical Thinkers
		2. Consistent student goal-setting systems to increase reflection and ownership of learning.	Student Learning & Progress: Student Readiness	To what extent has the District supported and encouraged students to develop the ability and confidence to take on challenges and be successful in the future?	Communicators & Connectors
		3. Learning opportunities to ensure each student achieves high levels of learning.	Student Learning & Progress	To what extent has the District's Instructional offerings developed student critical thinking and problem solving skills? To what extent has the District allowed students opportunities to be creative and solve real-world problems?	Creators & Critical Thinkers
		4. Educational tools and learning spaces to improve the student learning experience.	Student Learning and Progress; Fiscal and Operational Systems	To what extent has the District designed experiences for students to acquire and practice skills to be a leader and contribute productively to team problem solving?	Collaborators & Contributors
III.	<b>Cultivate Social and Emotional Capacity and a Commitment to Service Before Self:</b> We will cultivate social and emotional capacity and a commitment to service before self.	1. Student and staff education to support social and emotional learning.	Engaged, Well-rounded Students; Safety & Wellness	To what extent has the District core values guided students with their social skill development? To what extent has the District supported the social and mental health needs of students, families, and the community?	Compassionate & Confident
		2. Parent education and enrichment to support social and emotional learning.	Community Engagement; Safety & Wellness Community Engagement; Safety & Wellness		
IV.	<b>Expand the Organization's Capacity:</b> We will expand the organization's capacity to accomplish our strategic intent.	1. Student leadership opportunities to develop strengths and interests.	Student Readiness; Engaged, Well-rounded Students	To what extent has the District provided opportunities for students to develop, learn, identify, and acknowledge their strengths and explore interests for their future?	Collaborators & Contributors
		3. A system of professional learning communities to support the growth and development of teachers.	Professional Learning and Quality Staff	To what extent has the District supported the professional needs of teachers and staff?	
V.	<b>Exercise Shared Ownership of our Mission:</b> We will ensure our community, parents, staff, and students exercise shared ownership of our mission.	1. Increased inclusivity for all.	Engaged, Well-rounded Students	To what extent has the district provided opportunities to meet the diverse needs of students?	Collaborators & Contributors

## ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES

<b>DISTRICT STRATEGY II:</b> We will design and implement learning experiences that inspire student achievement, agency and growth.																														
<b>SPECIFIC RESULT STATEMENT:</b> Expanded learning opportunities to foster growth for each learner.																														
<b>OUTCOME(S):</b> By February 2023, each student's academic performance data will be reviewed by teacher teams and appropriate plans for support developed, documented, and acted upon.																														
ACTIONS	NEEDS ASSESSMENT	RESPONSIBLE	FUNDING SOURCE	TIMELINE	RESOURCES NEEDED	EVIDENCE OF MONITORING EVALUATION																								
<b>Provide transition opportunities for students to different grade levels (including Pre-K),</b> different schools (including 5 <sup>th</sup> to 6 <sup>th</sup> grade and 8 <sup>th</sup> to 9 <sup>th</sup> grade) and special programs to general education classes. (Title I)	Student Assessment Data, Parent Involvement Data	Title I Principal, Teachers	Title I	April – September 2023	Transition information	ESSA Compliance Documentation																								
<b>Coordinate and integrate federal, state and local services and programs</b> to meet individual needs and student achievement goals.	Student Assessment Data	Title I Principal, Teachers	Local Title I, State Comp	August 2023 – June 2024	Intervention resources	Student performance data, SST																								
<b>Implement effective positive behavioral supports and interventions</b> so that each student will achieve academic success.	Student discipline data	Director of Parent Assistance	Local, Grants	August 2023 – June 2024	Professional learning and ongoing instructional coaching	Student discipline data																								
<b>DISTRICT STRATEGY II:</b> We will design and implement learning experiences that inspire student achievement, agency and growth.																														
<b>SPECIFIC RESULT STATEMENT:</b> Each student will meet or exceed performance expectations on STAAR English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.																														
<b>OUTCOME:</b> By June 2024, a minimum of 65% of students will meet performance expectations on all STAAR tested areas.																														
<p><b>Use effective instructional strategies</b> to improve student passing (Meets Level) on STAAR as follows:</p> <table border="1"> <thead> <tr> <th>Test</th> <th>From (2023)</th> <th>To (2024)</th> </tr> </thead> <tbody> <tr> <td>3rd grade reading</td> <td>59%</td> <td>64%</td> </tr> <tr> <td>3rd grade math</td> <td>37%</td> <td>42%</td> </tr> <tr> <td>4th grade reading</td> <td>34%</td> <td>39%</td> </tr> <tr> <td>4th grade math</td> <td>36%</td> <td>41%</td> </tr> <tr> <td>5th grade reading</td> <td>54%</td> <td>59%</td> </tr> <tr> <td>5th grade math</td> <td>51%</td> <td>56%</td> </tr> <tr> <td>5th grade science</td> <td>28%</td> <td>33%</td> </tr> </tbody> </table> <p><i>Data source: 2023 STAAR/EOC Data files</i></p>	Test	From (2023)	To (2024)	3rd grade reading	59%	64%	3rd grade math	37%	42%	4th grade reading	34%	39%	4th grade math	36%	41%	5th grade reading	54%	59%	5th grade math	51%	56%	5th grade science	28%	33%	Individual student data reports identifying strengths and weaknesses	Elementary and Secondary Assistant Superintendents, Executive Director of Assessment & Evaluation, Principal, Teacher	Local, State comp, Title I	August 2023 – May 2024	AWARE data, designated time for data review, time for intervention, communication methods, HB4545 Interventions	Ongoing progress reports for each student
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Provide assistance to campuses identified as <b>Targeted Assistance or Additional Targeted Support</b> under the state or federal accountability rating system.	Individual student data reports identifying strengths and weaknesses	Elementary and Secondary Assistant Superintendents, Executive Director of Assessment & Evaluation, Principal, Teacher	Local, State comp, Title I	August 2023 – May 2024	AWARE data, designated, time for data review, time for intervention, communication methods	Ongoing progress reports for each student																								

**DISTRICT STRATEGY II:** We will design and implement learning experiences that inspire student achievement, agency and growth.

**SPECIFIC RESULT STATEMENT:** Support so that **each student** receiving services through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs will be provided research-based instructional strategies to improve academic achievement. Support so that each student achieves academically.

**OUTCOME:** By June 2024, students receiving special services will show growth in academic achievement on each STAAR tested area or other appropriate measure.

Implement effective instructional strategies and evidence based practices including Sheltered Instruction strategies that will be used to address the needs of students identified as ELL.	Student assessment data	Director for Multilingual Programs; Teacher	Local, Title III	August 2023-June 2024	Research-based Professional Learning	Student assessment results
Implement effective instructional strategies and evidence-based practices, including leveled instructional groups (guided reading, guided math) that will be used to address the needs of students identified as At-Risk.	Student assessment data	Coordinator of Counseling and Student Services, Teacher	Local, State Comp	August 2023-June 2024	Research-based Professional Learning	Student assessment results
Implement effective instructional strategies and evidence-based practices including specialized groups in addition to first instruction that will be used to address the needs of students receiving special education services.	Student assessment data	Executive Director of Special Services; Principal, Teacher	Local, IDEA Funds	August 2023-June 2024	Research-based Professional Learning	Student assessment results
Implement effective instructional strategies and evidence-based practices that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.	Student assessment data	Coordinator for 504 and Dyslexia Services, Teacher	Local	August 2023-June 2024	Research-based Professional Learning	Student assessment results
Implement effective instructional strategies and evidence-based practices that will be used to address the needs of students identified as Gifted and Talented.	Student assessment data	Director of G/T and Advanced Academics, Teacher	Local	August 2023-June 2024	Research-based Professional Learning	Student assessment results
Provide information about higher education opportunities to students in elementary, intermediate, and high school, as well as parents.	Prior communication	Director of Counseling and Student Services	Local	August 2023-June 2024	Communication systems	Higher ed enrollment data
Implement the comprehensive school counseling plan.	Individual campus counseling plans	Director of Counseling and Student Services	Local	August 2023-June 2024	Counseling resources	Counselor contact data

**DISTRICT STRATEGY V:** We will ensure our community, parents, staff and students exercise shared ownership of our mission.

**SPECIFIC RESULT STATEMENT:** A multi-media network to inform and inspire our community to help students achieve, contribute and lead.

**OUTCOME:** By June 2024 at least 75% of parents will agree or strongly agree with the statement, "My child's teachers communicate effectively with me" on the school performance survey.

Teachers will conference with parents at least once each year to provide a variety of information, including: <ul style="list-style-type: none"> <li>what the school will do to help students meet performance standards;</li> <li>what the parent can do to help the student's performance;</li> <li>additional effective and timely assistance available at the school. (Title I)</li> </ul>	Parent/Teacher Conference Records	Elementary and Secondary Assistant Superintendents; Principal	Local	August 2023-June 2024	Meeting time; meeting space	Conference Logs
All campuses receiving Title I effective and timely assistance will implement strategies to increase parental involvement including family literacy and provide parents' home/school communication and individual student assessment results in a language the parent can understand. (Title I)	School correspondence	Principal	Title I	August 2023-June 2024	District survey; meeting time; plan to improve	2024 Parent Involvement Survey

**School Board Policy References:**

The Clear Creek Independent School District will develop and implement policies to prevent sexual harassment, provide trauma informed training for certain employees, and defined the roles of peace officers in schools.

## Comprehensive Needs Assessment

The District Education Improvement Committee (DEIC) met on March 29, 2023, to review the data from the Community-Based Accountability Report. Additionally, data was collected from the Spring 2023 CCISD Performance Survey.

Based on a review of this data, the following strengths, opportunities, and priority needs are outlined below. This feedback was utilized to revise the 2023-2024 District Strategic Plan Annual Implementation Plan.

Clear Creek ISD		
STRENGTHS	OPPORTUNITIES	PRIORITY NEEDS
CCISD offers a variety of different programs that meet students' unique needs. These programs highlight the strengths of our students, demonstrating that learning can occur at any time and any place.	While CCISD offers a variety of different programs and opportunities for students to demonstrate success, improved communication to the parents on how these programs demonstrate student success is needed, that may include a timeline of available data, such as accessibility to progress reports and report cards.	Amplify, Dreambox/Get More Math, common formative assessments, CBA, Benchmarks, interim assessments, High Priority Learning Standards data, and learning progression/quarterly grade checks data will be used in PLC sessions and campus data conversations to consistently monitor student progress in math and identify interventions when needed.
CCISD continues to demonstrate student success at high levels on many different standardized assessments, including STAAR, AP, SAT, and ACT.	While CCISD is above average in state and global scores on SAT, AP, and ACT results, the gap between the state and CCISD continues to close, especially in Math. Therefore, CCISD needs to continue to focus on student performance over time and how CCISD can support student academic growth for all students. Additionally, the number of students participating in the TSIA is decreasing, so perhaps CCISD could consider a plan for all juniors and seniors to have the opportunity to test for TSIA.	Through extension and intervention opportunities, utilize the professional learning communities and personalized learning strategies for students to support the progress students attained in Math/RLA instruction and growth.
In the Spring 2023 CCISD Performance Survey, 97% of elementary students agreed that activities promote higher level thinking skills or problem solving, while 86% of secondary students agreed with this statement.	In the Spring 2023 CCISD Performance Survey, an opportunity exists to bridge the gap between elementary and secondary student groups regarding choices in how they learn. 88% of elementary students agreed that their teachers provide choices, while 71% of secondary students agreed. Primary parents and other guardians agreed at a rate of 85% and 89%, respectively. 98% of teachers agreed with the statement regarding choices.	
In the Spring 2023 CCISD Performance Survey, stakeholder groups largely agreed (more than 80%) with the statement that CCISD schools are a safe place to learn. 94% of elementary students agreed with this statement, while 80% of secondary students agreed; 90% of primary guardians agreed, and 93% of teachers agreed.	In the Spring 2023 CCISD Performance Survey, there is a discrepancy in the agree rate for the question regarding the management of emotions and conflict in students. 78% of elementary students agreed; 60% of secondary students agreed; 79% of primary parents agreed; 83% of other guardians agreed; and 75% of teachers agreed.	

## State and Federal Accountability

Campuses will receive an A –F rating for the 2023-24 school year.