Clear Creek ISD

Campus Improvement Plan

Campus: Greene Elementary

Principal: Lesa Gaffey

2022-23

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.

2022-23 District Improvement Plan & Superintendent Targets

The 2022-23 Superintendent Targets are the next iteration of the 2021-2022 targets and are **aligned with** the **District's Community-Based Accountability Pillars**, and the strategies and result statements within the **District's Strategic Plan**. The 2022-2023 Superintendent Targets are summarized in six target areas:

- Budget Development
- First-time instruction – Student Academic Growth
- First-time instruction – Personalized Learning
- Employee Culture and Engagement
- Literacy Development
- Physical and Emotional Safety

These six target areas are prioritized for the work of staff and students for the 2022-2023 school year with recognition that many other initiatives, major work, and expectations support our success as a district.

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

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 2022-23 Superintendent Targets, as aligned to the District's Strategic Plan, form the basis of the District and Campus Improvement Plans.

2022-23 Target Area:
Budget Development

Community-Based Accountability Pillar: Fiscal and Operational Systems

Strategic Plan Strategy IV: We will expand the organization's capacity to accomplish our strategic intent.

Metrics	Description
Fidelity *To what extent have we implemented our action steps?*	- Implement and communicate year one of our multi-year financial plan that has options for expenditure reductions and revenue enhancements. - Develop and implement a legislative action plan to solicit legislative relief for budget challenges. - Create a stakeholder advisory committee, comprised of staff, parents, and community members, to provide feedback on expenditure reductions and revenue enhancements.
Effectiveness *What evidence do we have that these actions have led to a change in effectiveness?*	We make financial decisions that align with our long-term planning and our district does not use more than 20% of capital or contingency funds in any given fiscal year.
Impact *What indications are we seeing that these changes are leading to long-term, sustainable impact?*	The multi-year financial plan effectively informs financial decisions in support of our strategic plan as indicated by the perception of Trustees, staff members, and community members.

2022-23 Target Area:
Budget Development

Background

The main sources of revenue for CCISD including property tax revenue and state aid are projected to decline from $325 million in the 2020-21 school year to less than $300 million in the 2024-25 school year. Factors that contribute to this decline include the loss in enrollment of close to 1,500 students, lower attendance rates during the Pandemic and the expiration of the Formula Transition Grant (FTG) in the fall of 2024. This drop in funding presents a significant budget challenge.

- State Basic Allotment per Student = $6,160 * 1,500 enrollment decline ≈ $9.2 million

- 1% ADA decline ≈ $3.3 million

- Formula Transition Grant ≈ $12.2M in FY 23

- This Superintendent Target is a revised version of the 2021-22 Superintendent Target.

Campus Goal: Continue to account for all students who move out of district, to homeschool, or to a charter school. We will continue to monitor hourly employees and ensure that the 37.5 hours per week is met.

2022-23 Target Area:
First-Time Instruction – Student Academic Growth

Community-Based Accountability Pillar: Engaged, Well Rounded Students

Strategic Plan Strategy II: We will design and implement learning experiences that inspire student achievement, agency, and growth.

Specific Result Statement: Expanded learning opportunities to foster growth for each learner.

Metrics	Description
Fidelity *To what extent have we implemented our action steps?*	• 90% of STAAR/EOC teachers will report participating in Professional Learning Communities (PLCs) where collaborative groups of teachers identify and clarify essential standards, identify success criteria, and develop checks for understanding.
Effectiveness *What evidence do we have that these actions have led to a change in effectiveness?*	• A majority of STAAR/EOC teachers will report identifying and clarifying essential standards. • A majority of STAAR/EOC teachers will report designing learning experiences and assessments, prioritizing essential standards.
Impact *What indications are we seeing that these changes are leading to long-term, sustainable impact?*	• For STAAR reading/ELA, 82% of students will show growth in 2023 (as shown in Domain II), up from 80% in 2022. • For STAAR mathematics, 80% of students will show growth in 2023 (as shown in Domain II), up from 71% in 2022.

2022-23 Target Area:
First-Time Instruction – Student Academic Growth

Background

This target is an iteration of 2021-22 Superintendent Target

- 1st Question in PLCs: What do we want all students to know and be able to do? (Essential Standards)

- 2nd Question in PLCs: How do we know if they learned it? (success criteria)

Student academic growth and achievement is an expectation for success in the District and five of the six superintendent targets contribute to such success. In June 2023, District staff will present an update on academic growth and achievement to the Board of Trustees, and additional measures of academic growth and achievement are presented in the annual Community-Based Accountability Report.

Of particular note, the 2023 STAAR/EOC Accountability manual is not expected to be released until spring 2023, and the 2023 STAAR/EOC assessments will be redesigned from their current formats, presenting unknowns in growth measures and reliability in comparison to previous years' performance.

Although Professional Learning Communities (PLCs) are highlighted for teachers instructing students in courses assessed by STAAR/EOC, all core classroom teachers are expected to participate in PLCs. Many core courses at district campuses might have only one teacher per course; therefore, those teachers might participate in PLCs with teachers from across the district but without the frequency met by multiple teachers of a same course or grade level on a campus. All teachers are expected to collaborate with colleagues.

Supporting Data

Description	Previous	Current
Percentage of STAAR/EOC teachers participating in PLCs	2021-22: 89% (Spring 2022 Climate Survey)	2022-23:

Campus Goal: The Guiding Coalition will continue to meet, plan, and roll out PLC work. All Greene teachers will participate in PLC work. The Tier 2 time of 30 minutes was added to K-5th grade schedules to ensure that teams have embedded time to work with these students. Teachers have sorted students based on needs so that the Tier 2 time is maximized.

2022-23 Target Area:
First-Time Instruction – Personalized Learning

Community-Based Accountability Pillar: Engaged, Well Rounded Students

Strategic Plan Strategy II: We will design and implement learning experiences that inspire student achievement, agency, and growth.

Specific Result Statements: Expanded learning opportunities to foster growth for each learner.

Consistent student goal-setting systems to increase reflection and ownership of learning.

Learning opportunities to ensure each student achieves high levels of learning.

Metrics	Description
Fidelity *To what extent have we implemented our action steps?*	• Teachers receive high quality professional learning tied to providing engaging first-time instruction through personalized learning. The professional learning serves two cohorts of schools: Wave 1 (10 elementary schools) and Wave 2 (17 elementary schools, including 3 elementary schools with a model that integrates Robotics, Coding, and Computational Thinking) of the personalized learning initiative.
Effectiveness *What evidence do we have that these actions have led to a change in effectiveness?*	• Classroom walkthrough data and perceptual survey data provide evidence that teachers in Wave 1 and Wave 2 schools are increasingly using personalized learning strategies to engage students, as reflected by growth from baseline surveys and walkthroughs to subsequent surveys and walkthroughs.
Impact *What indications are we seeing that these changes are leading to long-term, sustainable impact?*	• 90% of students in 75% of the classrooms of Wave 1 schools observed during learning walks articulate goals and reflect on work and progress towards the goals.

2022-23 Target Area:
First-Time Instruction – Personalized Learning

Background

This target is a revised version of a 2021-2022 Superintendent Target. Wave 1 started during the 2021-2022 school year with 10 campuses, and a small number of staff on each campus to lead the initiative. Wave 2 will start during the 2022-2023 school year.

- 1st Question in PLCs: What do we want all students to know and be able to do? (Essential Standards + Instructional Strategies)

Personalized learning includes a focus on the following areas:
- Flexible Path and Pace
- Collaboration and Creativity
- Reflection and Goal Setting
- Targeted Instruction

Supporting Data

Description	2021-22	2022-23	
Classroom walkthrough data and perceptual survey data provide evidence that teachers are increasingly using personalized learning strategies to engage students	Wave 1: LW 1: 54% LW 2: 67% LW 3: 74%	Wave 1: LW 1: LW 2: LW 3:	Wave 2: LW 1: LW 2: LW 3:

(Average of Developing, Advanced, or Sustaining)

Campus Goal:
Improve from Emerging to Advancing for Personalized Learning in Targeted Instruction, Collaboration and Creativity, Flexible Path and Pace, and Reflection and Goal Setting.

2022-23 Target Area:
Employee Culture and Engagement

Community-Based Accountability Pillar: Professional Learning and Quality Staff

Strategic Plan Strategy IV: We will expand the organization's capacity to accomplish our strategic intent.

Metrics	Description
Fidelity *To what extent have we implemented our action steps?*	• Conduct listening sessions with employee stakeholder groups, (e.g. administrators, teachers, counselors, nurses, etc.) by October 31, 2022. • Launch employee-only mobile app to commit to transparency, communication, and response to listening sessions.
Effectiveness *What evidence do we have that these actions have led to a change in effectiveness?*	• Employees participating in the Superintendent's Communication Council will report actions completed based on listening sessions. • Responses to listening sessions will be shared and communicated with Board of Trustees, administrators, and district staff. • The 2023 employee workplace survey results will be at the same or higher than 2021.

2022-23 Target Area:
Employee Culture and Engagement

Background

An employee workplace survey has been conducted with district staff for over four years. Results from the 2022 survey indicated decreased employee engagement and a negative organizational culture.

Attributes	2022	2021	2018	Benchmark (Avg. of other PK-12 districts)
Engagement	35%	49%	57%	49%
Loyalty/Commitment	40%	53%	60%	56%
Motivation	67%	78%	84%	75%
Referral	65%	80%	86%	74%

Change in engagement from 2021 to 2022 is mostly due to the change in loyalty and commitment which is an indicator of increased turnover.

> In 2021 - 1,350 people considered looking for another job.
> In 2022 - 1,661 people considered looking for another job.

A difference of an additional 311 individuals considered looking for another job in 2022 compared to 2021.

Campus Goal: CCISD HR Department hosted trainings on retention of employees. Many of these ideas have been implemented at Greene. Individual notes and emails are sent to employees recognizing their achievements, help, time, etc. We are striving to have more "fun" days throughout the school year and work with our Hospitality Team to plan the days. Our goal is retention of 90% of the staff. We are also have planning days and are trying to encourage substitutes to continue to work at Greene by inviting them to participate in any fun/food activity.

2022-23 Target Area:
Literacy Development

Community-Based Accountability Pillar: Professional Learning/Quality Staff

Strategic Plan Strategy II: We will design and implement learning experiences that inspire student achievement, agency, and growth.

Specific Result Statement: Learning opportunities to ensure each student achieves high levels of learning.

Metrics	Description
Fidelity *To what extent have we implemented our action steps?*	• 95% of teachers in grades 2-3 have participated in and completed Reading Academies. • Every intermediate school will develop and implement targeted small group instruction for identified students.
Effectiveness *What evidence do we have that these actions have led to a change in effectiveness?*	• 90% of classroom walkthrough visits from January through March during the Kindergarten through third grade literacy block indicate instructional practices based on the science of teaching reading are being implemented. • Select intermediate school staff will participate in professional learning to better meet identified students' needs.
Impact *What indications are we seeing that these changes are leading to long-term, sustainable impact?*	• Growth in student reading proficiency will be demonstrated based on the percentage of K-2 students reading on-grade level as evidenced by Amplify composite scores as compared to spring 2022.

2022-23 Target Area: Literacy Development

Background

Iteration of 2021-22 Superintendent Target

- K-1 Teachers + Admin trained in 2021-22

- 2-3 + New K-1Teachers/Admin trained in 2022-23

- List of current secondary Tier 2 and Tier 3 reading interventions

Supporting Data

Description	2021-22 (K-1)	2022-23 (K-3)*
Percentage of teachers that have participated in and completed Reading Academies.	99.0%	
Classroom walkthrough visits from January through March during literacy block indicate instructional best practices based on the science of teaching reading are being implemented	94.4%	
Percentage of students reading on-grade level as evidenced by Amplify composite scores	65%	*(K-2)

Spring 2022 End of Year Amplify Composite Scores

Grade Level	N	At or Above
Kindergarten	2,401	66%
Grade 1	2,493	65%
Total	4,894	65%

Grade 2	2,500	68%

End of Year Benchmark Assessment System (BAS) History

Grade Level	2017-2018	2018-2019	2020-2021	2021-2022
Kindergarten	85.1%	83.4%	72.5%	73.0%
1st Grade	76.7%	75.3%	64.4%	63.2%
2nd Grade	83.3%	80.2%	74.0%	73.9%

Campus Goal: Implementation and purchase of decodable books and Heggerty Phonics for K-1. 2nd and 3rd grade teachers as well as Resource Teachers are attending Reading Academy. New K and 1st grade teachers are also attending Reading Academy at the district level.

2022-23 Target Area:
Physical and Emotional Safety

Community-Based Accountability Pillar: Safety and Well-Being

Strategic Plan Strategy I: We will foster a safe and nurturing environment.

Specific Result Statement: An intentional focus on safety and security.

Metrics	Description
Fidelity *To what extent have we implemented our action steps?*	• 100% of campus exterior doors will be programmed with a door ajar alarm. • 100% of school security plans, including exit door numbering and classroom window numbering will be completed and provided to first responders.
Effectiveness *What evidence do we have that these actions have led to a change in effectiveness?*	• Greater than 75% of spring survey participants will report their school/district is a safe and supportive place to learn. • Evidence from counselor check-ins, student support counselor reports, and student, staff, and parent mid-year and end-of-year suveys will demonstrate an increase in utilization of in-district and community mental health resources.
Impact *What indications are we seeing that these changes are leading to long-term, sustainable impact?*	• 80% of end of year surveys submitted by students, staff, and parents indicate the well-being of students is supported by the campus and/or district. • Each student will have a visit with a counselor during the 2022-23 school year, and each visit will include a mental health check-in. The average number of student visits with a counselor that include a mental health check-in will be three. • Spring 2023 end-of-year surveys submitted by students, staff, and parents will show an increase from spring 2022 students in grades PK-12 will report knowing how to access mental health resources and supports. • There will be a decrease in student referrals or time spent at Clear Path Alternative School for non-mandatory placements from 2021-2022.

2022-23 Target Area:
Physical and Emotional Safety

Background

This target including technology and security systems, and facility hardening, as related to physical safety and an iteration of 2021-22 Superintendent Target for Mental Health.

Supporting Data

Description	2021-22	2022-23
Percentage of Students in Grades PK-12 Know How to Access Mental Health Resources and Supports	53.3%	
Average number of student visits with a counselor that includes a mental health check-in	4.8	
The well-being of students is supported by the campus and/or district	57.8%	

"The school/district is a safe and supportive place to learn."

2022 CCISD Climate Survey Participants	Number	Strongly Agree/ Agree	Strongly Disagree/ Disagree
Elementary Students	3,406	80.3%	6.4%
Secondary Students	5,660	57.5%	15.6%
Parents	2,854	73.6%	14.0%
Campus Admin	61	98.4%	1.6%
Instructional Staff	1,334	78.6%	8.6%
Non-Instructional	332	85.5%	4.9%
Total	13,647	69.5%	12.0%

Campus Goal: Morning Meetings are held in each classroom. Teachers utilize Purposeful People, goal setting, and check ins with students. Our Counselor has worked with teachers and students to form groups, Kids for Peace, PBIS, and checking in with students.

ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES

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

SPECIFIC RESULT STATEMENT: Expanded learning opportunities to foster growth for each learner.

OUTCOME(S): 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
Provide transition opportunities for students to different grade levels (including Pre-K), different schools (including 5th to 6th grade and 8th to 9th grade) and special programs to general education classes. (Title I)	Student Assessment Data, Parent Involvement Data	Title I Principal, Teachers	Title I	April – September 2022	Transition information	ESSA Compliance Documentation
Coordinate and integrate federal, state and local services and programs to meet individual needs and student achievement goals.	Student Assessment Data	Title I Principal, Teachers	Local Title I, State Comp	August 2022 – June 2023	Intervention resources	Student performance data, SST
Implement effective positive behavioral supports and interventions so that each student will achieve academic success.	Student discipline data	Director of Parent Assistance	Local, Grants	August 2022 – June 2023	Professional learning and ongoing instructional coaching	Student discipline data

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

SPECIFIC RESULT STATEMENT: Each student will meet or exceed performance expectations on STAAR English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.

OUTCOME: By June 2023, a minimum of 85% of students will meet performance expectations on all STAAR tested areas.

ACTIONS	NEEDS ASSESSMENT	RESPONSIBLE	FUNDING SOURCE	TIMELINE	RESOURCES NEEDED	EVIDENCE OF MONITORING EVALUATION
Use effective instructional strategies to improve student passing (Meets Level) on STAAR as follows: 	Test	From (2022)	To (2023)
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3rd grade reading	82%	85%
3rd grade math	66%	70%
4th grade reading	80%	83%
4th grade math	72%	75%
5th grade reading	84%	87%
5th grade math	73%	76%
5th grade science	73%	76% | *Data source: Aware STAAR 2022 Results (Where They Were button)* The data above is based on the campuses in which students were enrolled when they were administered STAAR/EOC in 2022.	Individual student data reports identifying strengths and weaknesses	Elementary Assistant Superintendent, Executive Director of Assessment & Evaluation, Principal, Teacher	Local, State comp, Title I	August 2022 – May 2023	AWARE data, designated time for data review, time for intervention, communication methods, HB4545 Interventions	Ongoing progress reports for each student
Provide assistance to campuses identified as **D Targeted Assistance or Additional Targeted Support** under the state or federal accountability rating system.	Individual student data reports identifying strengths and weaknesses	Elementary Assistant Superintendent, Executive Director of Assessment & Evaluation, Principal, Teacher	Local, State comp, Title I	August 2022 – May 2023	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 2023, 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 2022-June 2023	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 2022-June 2023	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 2022-June 2023	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 2022-June 2023	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 2022-June 2023	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 2022-June 2023	Communication systems	Higher ed enrollment data
Implement the **comprehensive school counseling plan.**	Individual campus counseling plans	Director of Counseling and Student Services	Local	August 2022-June 2023	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 2023 at least 70% 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: • what the school will do to help students meet performance standards; • what the parent can do to help the student's performance; • additional **effective and timely assistance** available at the school. (Title I)	Parent/Teacher Conference Records	Elementary Assistant Superintendent; Principal	Local	August 2022-June 2023	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 2022-June 2023	District survey; meeting time; plan to improve	2014 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, 2022, to review the data from the Community-Based Accountability Report. Additionally, data was collected from the Spring 2022 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 2022-2023 District Strategic Plan Annual Implementation Plan.

Clear Creek ISD		
STRENGTHS	**OPPORTUNTIES**	**PRIORITY NEEDS**
CCISD offers a variety of different programs that demonstrate student learning and progress, making instruction a priority.	While CCISD offers a variety of different programs and opportunities for students to demonstrate success, more communication to the parents on how these programs demonstrate student success is needed.	Dreambox/Get More Math, common formative assessments, CBA/learning checkpoints, interim assessments, 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 SAT, AP, and ACT results, the gap between the state and CCISD is closing, especially in Math. Therefore, CCISD needs to continue to focus on how our students perform over time and how CCISD can support student academic growth.	Through extension and intervention opportunities, utilize the professional learning communities and personalized learning for students to support the progress students attained in Reading/ELA instruction and growth.
In the Spring 2022 CCISD Performance Survey, students indicated that teachers teach using a variety of different instructional methods.	In the Spring 2022 CCISD Performance Survey, there is an opportunity to close the gap between teacher and student perceptions regarding the alignment of engaging and challenging classroom activities for student learning.	
CCISD continues to allocate the resources to make mental health services available for the students and staff.	In the Spring 2022 CCISD Performance Survey, there was a discrepancy measured between the parents and students compared to the teachers and staff regarding the perception of mental health resources and supports available from the campus and district level.	
Greene Elementary		
STRENGTHS	**OPPORTUNITIES**	**PRIORITY NEEDS**
Although 57% of our students come from an economically disadvantaged home, they are successful in many areas. Our students are able to participate in after school events such as: Honor Choir, Art Club, Drama Club, CORES Club, Running Club, tutoring, Fine Arts Night, Curriculum night and more. Students have a desire to learn and be successful in academic and non-academic activities.	**School events create opportunities for relationship building, students feeling important and part of the school community.**	**Our priority Is to reach new and returning students and their families. Any activity or event creates a niche for our students to be part of the school culture.**

State and Federal Accountability

For the 2021-22 school year, each campus receiving an A, B, or C grade will be rated; otherwise, campuses will receive a grade of "Not Rated."

Targeted Support Campus: TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups.

TEA defines "consistently underperforming" as a campus having one or more student groups that do not meet targets for three consecutive years.

«Campus»

2022 CCISD Performance Survey Results: Control + Click on your campus listed below to view the district level data, campus level data, and data by level (elementary, intermediate, and high school).

Elementary Campuses		Intermediate Campuses	High School Campuses
Armand Bayou	Landolt	Bayside	Clear Brook
Bauerschlag	LCE	Brookside	Clear Creek HS
Bay	McWhirter	Clear Creek IS	Clear Falls
Brookwood	Mossman	Creekside	Clear Horizons
Campbell	NPE	Clear Lake IS	Clear Lake HS
CLCE	Parr	League City IS	Clear Path
Ed White	Robinson	Space Center	Clear Springs
Falcon Pass	Ross	Seabrook	Clear View
Ferguson	Stewart	Victory Lakes	
Gilmore	Ward	Westbrook	
Goforth	Weber		
Greene	Wedgewood		
Hall	Whitcomb		
Hyde			

Link to Greene Goal Setting Forms: