Sanger Independent School District

Clear Creek Elementary School

2024-2025 Campus Improvement Plan

Board Approval Date: November 11, 2024

Mission Statement

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

Vision

Clear Creek Elementary 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 Elementary School has currently added grades 1st and 2nd in the 24-25 school year. The school is now officially Clear Creek Elementary. We are a Title I campus in Sanger ISD located in Sanger, TX. In the 2023-2024 school year ,there are 355 students. Currently with adding two additional grade levels we are at 600 students. Of the students, the student population is predominantly White and Hispanic. In 2024-2025 there are 61 staff members at Clear Creek Elementary School. There are 29 instructional staff members, 2 administrators, 1 full-time counselor, 2 CSI (Campus Student Interventionist) and 1 GT (Gifted and Talented) facilitator, 1 nurse, 2 dyslexia, 2 Speech, 5 SPED teachers, 2 elective teacher, and 12 paraprofessionals.

Demographics Strengths

All staff is committed if not already to be ESL certified. Our attendance ranges from 93%-96% throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the sub population of White 56% are achieving on grade level on the STAAR Reading test. State requirement is 59%. **Root Cause:** Cumulative learning gaps - students are failing to grasp fundamental concepts in earlier grades, these knowledge gaps can accumulate over time, making it increasingly challenging to comprehend more advanced topics in subsequent grades.

Problem Statement 2: In the sub population of White 40% are achieving on grade level on the STAAR Math test. State requirement is 60%. **Root Cause:** Cumulative learning gaps - students are failing to grasp fundamental concepts in earlier grades, these knowledge gaps can accumulate over time, making it increasingly challenging to comprehend more advanced topics in subsequent grades.

Student Achievement

Student Achievement Summary

In 2022 CCE, had made significant growth by 8% overall in accountability. In 2023, CCE encounter factors that significantly impeded student achievement. However, CCE will continue to address, adjust, and target needs in order to grow at least 5% this year. In 2024, CCE again made significant growth with increasing by 28% in closing gaps in learning with grades 3rd through 5th.

Student Achievement Strengths

Given the projected State Accountability Report Card for CCE we made significant growth in each domain raising our overall score from the previous year by16%.

Domain 1- up 6%

Domain 2 Part A- up 11%

Domain 2 Part B- up 5%

Domain 2 overall- up 11%

Domain 3- up 28%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Math continues to be a targeted subject from the 2024-2025 school year due to instructional gaps. **Root Cause:** Students are failing to master fundamental concepts. Teachers needing to teach new concepts to students using concrete, representational, and abstract examples for mastery.

Problem Statement 2: White Students not meeting state required on grade level percentages in both Reading and Math. **Root Cause:** Students failing to master fundamental concepts before entering 3rd grade.

School Culture and Climate

School Culture and Climate Summary

The school culture of CCE is a community of learning by engaging, challenging and inspiring all students through innovative learning experiences. CCE 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

Living Museum

Choir performances

UIL competitive teams

Fall/Spring Book Fair

Red Ribbon Week (Drug & Bullying Prevention)

Fall Festival

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

Character Building Awards

Top Boy and Girl Indian from each Grade Level

Rocket Club

Monthly awards

Genius Hour

Emergency Drills

21 Healthy Snack Day Challenge

Homecoming Spirit Week

 Run For Your Life

 Student Participation in Fitness Test

Nine-Week Award Assemblies

Teacher of the Month Recognition

 Positive Phone Calls home

 Luncheons for teachers throughout the year

Stock the Lounge

Monthly Appreciations by PTO

Weekly affirmations in Shout Out

Title 1 Meeting

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): CCE 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.

Problem Statement 2: This year the building has transitioned from CCI to CCE adding two more grade levels making it a 1st-5th campus. There was not enough adequate time to collaborate and build relationships with new employees.   **Root Cause:** We only had four days prior to the first day of school. Out of those four days one was designated to a work day and the remaining three the campus level only got a one and half days. This did not provide adequate time to foster relationships and collaboration among the staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sanger is a small community just north of Denton. CCE has 61 total staff members including teachers, paraprofessionals, and administration. Highly qualified teachers are placed in each position, with each teacher with the exception of 3 being English as a Second Language certified. Those not ESL certified are in the process of getting certified this school year. New teachers are assigned a grade level mentor on their home campus.

Staff Quality, Recruitment, and Retention Strengths

CCE's strengths in the area of Staff Quality, Recruitment, and Retention are:

Highly Qualified Teacher (all but 1)

English as a Second Language certified (all but 3)

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 (Prioritized): Teachers continually are given additional responsibilities on to their work load which has caused many to leave the profession. **Root Cause:** Additional certifications needed, additional requirements from the district to their daily routine with not sufficient time to dedicate to instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CCE uses the following for Curriculum and Instruction:

CCE 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 fulfills requirements to meet House Bill 1416 requirements.

CCE 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.

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

CCE uses both TPRI (Reading only for 1st and 2nd) and IXL diagnostics 3 times a year to progress monitor all students in the area of Reading and Math.

CCE uses STAAR benchmarks, unit assessments, TEKS Checks, informative assessments to track and practice state TEKS and standards.

Tribal Talks (PLC) are conducted once every other week for each grade level giving opportunity for teachers to collaborate about instruction and track student growth.

HMH curriculum for Science and being piloted in RLA

Eureka Math curriculum for Math

Social Studies Weekly curriculum for Social Studies

Step Up to Writing and Handwriting without Tears for Writing.

Curriculum, Instruction, and Assessment Strengths

All Clear Creek Intermediate teachers work collaboratively and follow required curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Low performing sub populations in the area of White students meeting grade level in Reading and Math **Root Cause:** In grades 3rd through 5th: 56% met grade level in Reading- state mandate is 59% 40% met grade level in Math- state mandate is 60%

Parent and Community Engagement

Parent and Community Engagement Summary

CCE 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

Living Museum

Book Fair

Open House

Fall Festival

Awards ceremonies

Field Day

NES Induction Ceremony

Color Run

PTO

School Holiday parties

Verteran's Day Program

Grandparent's Day Parade

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:** Most of our parents have to work full time which makes it hard for them to participate in school activities.

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 Parent Square, 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 (Prioritized): CCE would like to see increase involvement by both staff and parents in PTO. **Root Cause:** Most parents work full time and teachers have a full plate of responsibility leaving little time for their own families.

Technology

Technology Summary

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

CCE 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 access to ALL 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,Computer Lab and Collaboration Spaces.
- 1:1 with iPads
- DMAC: Data analysis and reporting of student assessments
- Ascender: Parent portal for grade tracking
- Parent Square: Student Data Analytics and Parent communication
- Class Dojo
- Remnd 101
- Class Link

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): CCI staff needs to foster and adopt a growth mindset to challenge themselves to grow in technology in order to engage students in their instruction. **Root Cause:** Increased demands on teachers leave lack of motivation for them to learn new skills. New technology is not a priority.

Priority Problem Statements

Problem Statement 1: In the sub population of White 56% are achieving on grade level on the STAAR Reading test. State requirement is 59%.

Root Cause 1: Cumulative learning gaps - students are failing to grasp fundamental concepts in earlier grades, these knowledge gaps can accumulate over time, making it increasingly challenging to comprehend more advanced topics in subsequent grades.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Low performing sub populations in the area of White students meeting grade level in Reading and Math

Root Cause 2: In grades 3rd through 5th: 56% met grade level in Reading- state mandate is 59% 40% met grade level in Math- state mandate is 60%

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Math continues to be a targeted subject from the 2024-2025 school year due to instructional gaps.

Root Cause 3: Students are failing to master fundamental concepts. Teachers needing to teach new concepts to students using concrete, representational, and abstract examples for mastery.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Teachers continually are given additional responsibilities on to their work load which has caused many to leave the profession.

Root Cause 4: Additional certifications needed, additional requirements from the district to their daily routine with not sufficient time to dedicate to instruction.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: CCE would like to see increase involvement by both staff and parents in PTO.

Root Cause 5: Most parents work full time and teachers have a full plate of responsibility leaving little time for their own families.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: CCI staff needs to foster and adopt a growth mindset to challenge themselves to grow in technology in order to engage students in their instruction.

Root Cause 6: Increased demands on teachers leave lack of motivation for them to learn new skills. New technology is not a priority.

Problem Statement 6 Areas: Technology

Problem Statement 7: Parent involvement continues to decrease, despite the increased opportunities for family engagement.

Root Cause 7: Most of our parents have to work full time which makes it hard for them to participate in school activities.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: CCE 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 8: Opportunities not being compatible with a full time parent who works.

Problem Statement 8 Areas: School Culture and Climate

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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Improve student performance in RLA for all student sub-groups as measured by state, district and classroom assessments by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: Significant growth to close gaps in all grade levels that would increase accountability and assessment results between 5% across all categories and tested subject areas.

90% of students in grades 1st and 2nd will show growth on the TPRI.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize IXL, Benchmarks, unit assessments, TEKS checks, 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: 5% increase in 3-5 state assessments 1st-2nd 70% on grade level by end of year **Staff Responsible for Monitoring:** Campus Administration RLA Teachers SPED CI **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement an effective Writing curriculum across grade levels 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**
1st and 2nd 70% on grade level by end of year.			
Staff Responsible for Monitoring: Principals RLA Teachers CI 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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: CI will work closely with all teachers to support implementation of effective strategies to increase student performance through the Rti process and track that process throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 5% increase on state assessment in grades 3-5	**Jan**	**Mar**	**May**
70% 1st and 2nd on grade level by end of year			
Staff Responsible for Monitoring: Campus Administration CI Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide additional intervention specifically targeted to those students identified in the sub population of white in grades 4 and 5 who scored approaches high in order to reach on grade level meets expectation on 2025 STAAR Reading assessment.	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 CI **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1			

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 in grades 3-5 70% 1st and 2nd on grade level by end of year. **Staff Responsible for Monitoring:** RLA Teachers SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In the sub population of White 56% are achieving on grade level on the STAAR Reading test. State requirement is 59%. **Root Cause**: Cumulative learning gaps - students are failing to grasp fundamental concepts in earlier grades, these knowledge gaps can accumulate over time, making it increasingly challenging to comprehend more advanced topics in subsequent grades.

Curriculum, Instruction, and Assessment
Problem Statement 1: Low performing sub populations in the area of White students meeting grade level in Reading and Math **Root Cause**: In grades 3rd through 5th: 56% met grade level in Reading- state mandate is 59% 40% met grade level in Math- state mandate is 60%

Technology
Problem Statement 1: CCI staff needs to foster and adopt a growth mindset to challenge themselves to grow in technology in order to engage students in their instruction. **Root Cause**: Increased demands on teachers leave lack of motivation for them to learn new skills. New technology is not a priority.

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

Performance Objective 2: Improve student performance in science for all students and student sub-groups as measured by state, district, and classroom assessments by 10%.

> **High Priority**

> **Evaluation Data Sources:** Significant growth to close gaps in all grade levels that would increase accountability and assessment results increase by 10%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize IXL, Benchmarks, unit assessments, TEKS Checks, 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**		
Strategy's Expected Result/Impact: increase 10% on STAAR **Staff Responsible for Monitoring:** Principals Science Teachers SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Technology 1	**Jan**	**Mar**	**May**

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: increase 10% on STAAR **Staff Responsible for Monitoring:** Principals Science Teachers SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Technology 1	**Jan** / **Mar** / **May**

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

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: CCI staff needs to foster and adopt a growth mindset to challenge themselves to grow in technology in order to engage students in their instruction.   **Root Cause**: Increased demands on teachers leave lack of motivation for them to learn new skills. New technology is not a priority.

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

Performance Objective 3: Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk and Gifted and Talented with the 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: Evidence of improved achievement through formative and summative assessments and walk throughs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Target areas of struggle within our GT students and provide interventions through designated Tribe time.	**Formative**		
Strategy's Expected Result/Impact: 100% of all G/T students master state assessment	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals Teachers G/T teacher **Title I:** 2.4 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students identified GT will be provided enrichment through weekly instruction given by the GT Teacher.	**Formative**		
Strategy's Expected Result/Impact: 100% of all G/T students master state assessment	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal G/T Teacher **Title I:** 2.4 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide interventions before, during, and after school for students identified at risk. Instruction to be tailored to House Bill 1416	Formative		
Strategy's Expected Result/Impact: Significant growth to close gaps in all grade levels that would increase accountability between 5% across overall and all categories.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals Teachers CI SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: EB students identified newcomers, Tier 2, or Tier 3 in Rti will be pulled in small groups to work with EB certified teacher at least twice a week and a paraprofessional 4 times a week to strengthen skills, specifically vocabulary using IXL	Formative		
Strategy's Expected Result/Impact: Significant growth to close gaps to increase EB students passing state assessment by 5%.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration EB Teacher and paraprofessional **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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: In the sub population of White 56% are achieving on grade level on the STAAR Reading test. State requirement is 59%. **Root Cause**: Cumulative learning gaps - students are failing to grasp fundamental concepts in earlier grades, these knowledge gaps can accumulate over time, making it increasingly challenging to comprehend more advanced topics in subsequent grades.
Student Achievement
Problem Statement 1: Math continues to be a targeted subject from the 2024-2025 school year due to instructional gaps. **Root Cause**: Students are failing to master fundamental concepts. Teachers needing to teach new concepts to students using concrete, representational, and abstract examples for mastery.
Curriculum, Instruction, and Assessment
Problem Statement 1: Low performing sub populations in the area of White students meeting grade level in Reading and Math **Root Cause**: In grades 3rd through 5th: 56% met grade level in Reading- state mandate is 59% 40% met grade level in Math- state mandate is 60%
Technology
Problem Statement 1: CCI staff needs to foster and adopt a growth mindset to challenge themselves to grow in technology in order to engage students in their instruction. **Root Cause**: Increased demands on teachers leave lack of motivation for them to learn new skills. New technology is not a priority.

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

Performance Objective 4: All schools will implement incentive programs to support the enrollment, attendance, and success of all students.

High Priority

Evaluation Data Sources: Attendance rates will increase by 2% in 2024/2025 school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: CCE 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. CCE Counselor will provide weekly check in with those identified homeless. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6	**Jan**	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide incentives and goals during a nine week period to support the importance of attendance to school.	**Formative**		
Strategy's Expected Result/Impact: 2% increase in school attendance in the 2024-2025 school year. **Staff Responsible for Monitoring:** Campus Principal **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Mar**	**May**

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

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

Performance Objective 5: Improve student performance in math for all students and student sub-groups as measured by state, district and classroom

High Priority

Evaluation Data Sources: Significant growth to close gaps in all grade levels that would increase accountability and assessment results between 5% across all categories and tested subject areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize IXL, Benchmarks, unit assessment, TEKS Checks, 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**		
Strategy's Expected Result/Impact: Increase state assessments by 5% in grades 3rd- 5th. 70% 1st and 2nd graders on grade level by end of the school year. **Staff Responsible for Monitoring:** Principals Math Teachers CI SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1	**Jan**	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: CI will work closely with all teachers to support implementation of effective strategies to increase student performance.	**Formative**		
Strategy's Expected Result/Impact: Increase state assessments by 5% in grade 3rd-5th.	**Jan**	**Mar**	**May**
70% 1st and 2nd grade on grade level by end of year. **Staff Responsible for Monitoring:** Principals CI **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional intervention specifically targeted to those students identified in the sub population of white in grades 4 and 5 who scored approaches high in order to reach on grade level meets expectation on 2025 STAAR Reading assessment.	**Formative**		
Strategy's Expected Result/Impact: Meet required on grade level state assessment percentages for sub pop white Reading 59% and	**Jan**	**Mar**	**May**
Math 60%. **Staff Responsible for Monitoring:** Campus Administration Math Teachers CI SPED **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			

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 fro grades 3rd-5th 70% 1st and 2nd grade on grade level by end of year.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals Math Teachers CI SPED **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**			

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: In the sub population of White 56% are achieving on grade level on the STAAR Reading test. State requirement is 59%.   **Root Cause**: Cumulative learning gaps - students are failing to grasp fundamental concepts in earlier grades, these knowledge gaps can accumulate over time, making it increasingly challenging to comprehend more advanced topics in subsequent grades.

Student Achievement
Problem Statement 1: Math continues to be a targeted subject from the 2024-2025 school year due to instructional gaps.   **Root Cause**: Students are failing to master fundamental concepts. Teachers needing to teach new concepts to students using concrete, representational, and abstract examples for mastery.

Curriculum, Instruction, and Assessment
Problem Statement 1: Low performing sub populations in the area of White students meeting grade level in Reading and Math   **Root Cause**: In grades 3rd through 5th: 56% met grade level in Reading- state mandate is 59% 40% met grade level in Math- state mandate is 60%

Technology
Problem Statement 1: CCI staff needs to foster and adopt a growth mindset to challenge themselves to grow in technology in order to engage students in their instruction.   **Root Cause**: Increased demands on teachers leave lack of motivation for them to learn new skills. New technology is not a priority.

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

Performance Objective 6: Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

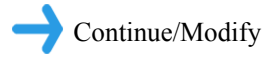**Evaluation Data Sources:** Career and College Readiness Day

Strategy 1 Details	Formative Reviews		
Strategy 1: School Counselor will plan and organize a Career Day for the entire school that offers opportunities for students to meet, greet, and ask questions to local community business partners.	**Formative**		
	Jan	Mar	May
Strategy's Expected Result/Impact: Exposing students to a variety of career choices. **Staff Responsible for Monitoring:** School Counselor			

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 a thorough analysis of student performance data annually.

    Evaluation Data Sources: Evidence documented through classroom observations and local and state assessments results.

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: To increase student performance by 5% in all areas in STAAR tested areas along with meeting state requirements in Reading and Math in sup pop of White students.
70% 1st and 2nd graders on grade level by end of year.
    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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
    Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			

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: Campus Administration
 	
    TEA Priorities:
Recruit, support, retain teachers and principals			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In the sub population of White 56% are achieving on grade level on the STAAR Reading test. State requirement is 59%. **Root Cause**: Cumulative learning gaps - students are failing to grasp fundamental concepts in earlier grades, these knowledge gaps can accumulate over time, making it increasingly challenging to comprehend more advanced topics in subsequent grades.
Student Achievement
Problem Statement 1: Math continues to be a targeted subject from the 2024-2025 school year due to instructional gaps. **Root Cause**: Students are failing to master fundamental concepts. Teachers needing to teach new concepts to students using concrete, representational, and abstract examples for mastery.
Curriculum, Instruction, and Assessment
Problem Statement 1: Low performing sub populations in the area of White students meeting grade level in Reading and Math **Root Cause**: In grades 3rd through 5th: 56% met grade level in Reading- state mandate is 59% 40% met grade level in Math- state mandate is 60%
Technology
Problem Statement 1: CCI staff needs to foster and adopt a growth mindset to challenge themselves to grow in technology in order to engage students in their instruction. **Root Cause**: Increased demands on teachers leave lack of motivation for them to learn new skills. New technology is not a priority.

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 social-emotional skills.

    Evaluation Data Sources: Documentation will be monitored through campus counselor schedule and activities

Strategy 1 Details	Formative Reviews		
Strategy 1: CCE 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: Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: CCE 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: Campus Administration Counselor Teacher **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

Strategy 3: Provide opportunities to recognize students and the positive impact they are having while at school.

Strategy's Expected Result/Impact: Weekly awards
  - Student of the Month
  - Library Leaders
  - Master Musician
  - Computer Wizard
  - King and Queens of Gym
- Character Builder
 - Positive Principal Phone
   Home

Nine Weeks Recognition
 - Tribe Awards
 - Perfect Attendance
 - All A's and Honor Roll

Staff Responsible for Monitoring: All Staff

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 CCE School Counselor, Dr. Hughes, Director of Student intervention, LSSP, and behavior Specialist in order to help with difficult issues.	Formative		
	Jan	Mar	May

Strategy 4: Provide support with opportunities to have access to CCE School Counselor, Dr. Hughes, Director of Student intervention, LSSP, and behavior Specialist in order to help with difficult issues.

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: Counselor
Director of Behavior Health Services
Campus Administration
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: Ensure that all teachers are certified in the area they are teaching under District of Innovation requirements

    Evaluation Data Sources: Evidence will be documented through certification records.

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: Hire highly qualified candidates **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing	**Jan**	**Mar**	**May**

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 CCE Teacher of the Month Teacher Appreciation Week PTO Monthly Appreciation CCE Teacher Zen Den Weekly Principal Affirmation Shout Outs **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals	**Jan**	**Mar**	**May**

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 new 3rd grade teachers trained in Reading Academy Any professional development assigned by Campus Administration **Staff Responsible for Monitoring:** Campus and District Administration **TEA Priorities:** Recruit, support, retain teachers and principals	**Jan**	**Mar**	**May**

Strategy 4 Details	**Formative Reviews**		

Strategy 4: Provide new teachers to the district with a mentor along with attending half day new teacher meetings throughout the 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 and District Administration Mentor Teacher **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 5 Details	**Formative Reviews**		

Strategy 5: Teachers in grades 2nd and 3rd will receive training , coaching, and feedback in Reading and Math instruction from Region 11 instructional Coaches throughout the 24-25 school year.

	Formative		
Strategy's Expected Result/Impact: 70% of all students to be on grade level by end of the 24-25 school year.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Principals 2nd and 3rd grade teachers District Administration Region 11 Instructional coaches. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**			

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 2: Ensure all para-professionals meet the highly qualified criteria.

    Evaluation Data Sources: Human Resource Records

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Any professional development assigned by Campus Administration	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals			

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.

    Evaluation Data Sources: Region 10 Audit- if needed
Region 11 Safety Check
Campus Drill practice using Navigate Prepared
TEA Mandated Safety Check

Strategy 1 Details	Formative Reviews		
Strategy 1: Safety Audit conducted by Region 10 (if needed again in 24-25 school year, last conducted in 22-23 school year) and reviewed by Campus Leadership team.	**Formative**		
Strategy's Expected Result/Impact: Complete Review of Safety **Staff Responsible for Monitoring:** Campus Administration State Safety Auditors Safety and Security Team **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Mar**	**May**

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 **Staff Responsible for Monitoring:** Campus Administration, Region 11 Auditors Safety and Security Team **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Mar**	**May**

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 2024 Enter and Exit through front entrance Exterior door checks twice a day and logged 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:** All Staff **ESF Levers:** Lever 3: Positive School Culture	**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:** All Staff **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Mar**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: CCE SRO conducts door sweeps of the exterior doors twice a day (AM and PM). Door Sweeps are documented by Campus SRO covers door sweeps when assigned office staff is absent from work.	Formative		
Strategy's Expected Result/Impact: Secure and Safe school environment. **Staff Responsible for Monitoring:** Campus Administration SRO **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 programs that enhance student safety and student relationships.

   Evaluation Data Sources: Documentation records will monitor and record all strategies were completed.

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 5%	**Jan**	**Mar**	**May**
Increase positive referrals or compliment cards by 5%			
Recognize Tribe award winners each nine weeks			
Recognize monthly awards in multiple areas to increase motivation			
Provide attendance incentives to motivate to be at school.			
Increase in student achievement overall by 5% **Staff Responsible for Monitoring:** All Staff **Title I:** 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction			
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: Conselor **Title I:** 2.5 - ESF Levers: Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: 5% decrease in needed breaks for those high behavior identified students. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Mar**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Follow SISD protocols when conducting bullying incidents when notify in a timely manner.	**Formative**		
Strategy's Expected Result/Impact: Decrease in bullying by 2% **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Mar**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct SISD threat assessment when a threat is made to campus, student, or staff.	**Formative**		
Strategy's Expected Result/Impact: Maintaining a safe environment for all **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Mar**	**May**

Strategy 6 Details	Formative Reviews		
Strategy 6: Conduct SISD suicide assessment when a student has made a suggestion or attempted to harm themselves.	**Formative**		
Strategy's Expected Result/Impact: Increase mental well being of students. **Staff Responsible for Monitoring:** Campus Administration Counselor **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**Mar**	**May**

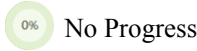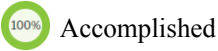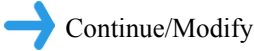0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 allowing opportunities to build a partnership with the school for their child's success.

    Evaluation Data Sources: Parent participation increase by 10%

Strategy 1 Details	Formative Reviews		
Strategy 1: Use multiple strategies to communicate with parents about campus related events.	**Formative**		
Strategy's Expected Result/Impact: Parent Square- daily	**Jan**	**Mar**	**May**
Facebook- weekly School Website- weekly PTO Meetings- once a month Open House-once a year Meet the Teacher- once a year Parent Conference Weekly Newsletter Emails Phone Calls **Staff Responsible for Monitoring:** All CCE Staff **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1			

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 **Problem Statements:** School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1			

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

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: CCE 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.
Parent and Community Engagement
Problem Statement 1: Parent involvement continues to decrease, despite the increased opportunities for family engagement.   **Root Cause**: Most of our parents have to work full time which makes it hard for them to participate in school activities.
School Context and Organization
Problem Statement 1: CCE would like to see increase involvement by both staff and parents in PTO.   **Root Cause**: Most parents work full time and teachers have a full plate of responsibility leaving little time for their own families.

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:** Evidence will be documented through classroom observations showing evidence of learning from staff development and implementation of effective learning strategies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will attend Tribal Talks every other week 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: To increase student performance by 5% in all state assessments. Meeting requirements in the sub pop of White students in Reading (59%) and Math (60%). 70% 1st and 2nd on grade level by end of year. **Staff Responsible for Monitoring:** Campus Administration CI Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide teachers opportunity to vertically plan with teachers across the district in order to create consistency, time to collaborate, and establish the scope/sequence timeline into what is to be taught with the autonomy to adjust to meet the needs for our students.	Formative		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: To increase student performance by 5% in all state assessments. Meeting requirements in the sub pop of White students in Reading (59%) and Math (60%). 70% 1st and 2nd grade on grade level by end of year. **Staff Responsible for Monitoring:** Campus Administration CI Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: New third grade teachers to attend and complete Reading Academy.	Formative		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: Certificate of completion **Staff Responsible for Monitoring:** Campus and District Administration Teachers. **TEA Priorities:** Recruit, support, retain teachers and principals			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In the sub population of White 56% are achieving on grade level on the STAAR Reading test. State requirement is 59%.   **Root Cause**: Cumulative learning gaps - students are failing to grasp fundamental concepts in earlier grades, these knowledge gaps can accumulate over time, making it increasingly challenging to comprehend more advanced topics in subsequent grades.

Student Achievement
Problem Statement 1: Math continues to be a targeted subject from the 2024-2025 school year due to instructional gaps.   **Root Cause**: Students are failing to master fundamental concepts. Teachers needing to teach new concepts to students using concrete, representational, and abstract examples for mastery.

Curriculum, Instruction, and Assessment
Problem Statement 1: Low performing sub populations in the area of White students meeting grade level in Reading and Math   **Root Cause**: In grades 3rd through 5th: 56% met grade level in Reading- state mandate is 59% 40% met grade level in Math- state mandate is 60%

Technology
Problem Statement 1: CCI staff needs to foster and adopt a growth mindset to challenge themselves to grow in technology in order to engage students in their instruction.   **Root Cause**: Increased demands on teachers leave lack of motivation for them to learn new skills. New technology is not a priority.

2023-2024 CBLT

Committee Role	Name	Position
PE Teacher	Anthony Escobedo	Specials Team Lead
Classroom Teacher	Rebecca Easter	2nd Team Lead
Classroom Teacher	Tabitha McCuistion	1st Team Lead
Classroom Teacher	Camie Sawyers	3rd Team Lead
Classroom Teacher	Katie Martin	4th Team Lead
Classroom Teacher	Elyse Berkhimer	SPED Team Lead
Classroom Teacher	Briony Houchin	5th Team Lead
Paraprofessional	Kaitlyn Stocker	Para
Community Representative	Brittany McKinney	Business
Parent	Debra Owen	Parent
Counselor	Sharon Sanders	
Campus Interventionist	Sara Mulkern	
Administrator	Tiffany Wilson	
Administrator	Sally Herrell	