



**Clear Creek ISD
Campus Improvement Plan**

2024-2025

Campus: Stewart Elementary

Principal: Melissa Sanchez

Clear Creek ISD Strategic Plan (2020-2025)

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.

Vision

Empowering every student with a world-class education that ignites passions and fuels endeavors.

Value Statement

People, Purpose, & Promise

Statement of Beliefs

We believe:

- There is a collective moral imperative to invest in each person's capacity to thrive.
- People thrive when they are physically safe and emotionally resilient.
- Determination, perseverance, and resilience lead to growth and excellence.
- We are stronger because we develop each person's unique talents and abilities.
- Relationships built on trust, compassion, and respect fuel student growth.
- A culture of innovation is driven by curiosity and exploration.
- Each person is responsible for our collective success.
- Our success will be evident in each student's achievement.

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 fact 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

2024-2025 District Improvement Plan & District Goals

District Goals

- I. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.
 - 1.1 Strengthen districtwide systems to ensure a safe environment.
 - 1.2 Develop and facilitate intentional opportunities to build connections and community.
 - 1.3 Create challenging experiences for students and staff to elevate their leadership abilities.
- II. Each student will engage in world-class learning experiences that foster curiosity, develop talents, guide exploration, and fuel achievement.
 - 2.1 Enhance our comprehensive framework of learning standards to guarantee all students have a high quality curriculum, meaningful assessments, interventions, and enrichment to ensure academic achievement.
 - 2.2 Develop the attributes of a CCISD Profile of a Learner in each student.
 - 2.3 Connect all students to learning pathways that align with interests and endure future-ready graduates.
 - 2.4 Scale up proven academic programs and replicate best practices.
 - 2.5 Provide innovative learning experiences to attract and retain students.
- III. CCISD will cultivate innovation through strategic collaborations and responsive organizational stewardship.
 - 3.1 Invest the resources needed to foster a culture of innovation and improvement.
 - 3.2 Develop a framework to ensure cross-functional collaboration.
 - 3.3 Organize strategic partnerships to better align with community resources with school and student needs.
 - 3.4 Streamline the communication and engagement experience for families.
 - 3.5 Implement an objective evaluation process to improve, modify, or abandon existing district programs and processes.

CCISD Strategic Plan Strategies, Results Statements, CCISD Goals, Community-Based Accountability Signaling Questions, and Profile of a Learner Alignment:

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

District Strategy	Specific Results Statement	CCISD Goal	Signaling Question	Profile of a Learner
1.1 Strengthen districtwide systems to ensure a safe environment.	Develop a framework for a centralized safety vulnerability prevention system.	#1. Strengthen districtwide systems to ensure a safe environment.	To what extent has the District supported the physical safety needs of students, staff, families, and the community?	Collaborators & Contributors
1.1 Strengthen districtwide systems to ensure a safe environment.	Teacher satisfaction on the area of student behavior support as measured through the CCISD Performance Survey (benchmark year).	#1. Strengthen districtwide systems to ensure a safe environment.	To what extent has the District supported the professional needs of teachers and staff?	Communicators & Connectors
1.2 Develop and facilitate intentional opportunities to build connections and community.	Maintain or improve CCISD employee turnover rate of 15%. State average is 21%.	#1. Strengthen districtwide systems to ensure a safe environment.	To what extent has the District supported the professional needs of teachers and staff?	Communicators & Connectors
1.3 Create challenging experiences for students and staff to elevate their leadership abilities.	Provide professional learning opportunities based on the six CCISD leadership beliefs and develop metrics to monitor employee participation.	#1. Strengthen districtwide systems to ensure a safe environment.	To what extent has the professional learning provided by the District improved teacher efficacy and student learning outcomes?	Collaborators & Contributors
2.2 Develop the attributes of a CCISD Profile of a Learner in each student.	Develop internal clarity and alignment of the Seven Habits, CCISD Core Values, and CCISD Profile of a Learner.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have the District's Core Values encouraged students to take responsibility for and ownership of their learning and behavior?	Compassionate & Confident
3.4 Streamline the communication and engagement experience for families.	Implement a unified communication platform for families and employees.	#3. CCISD will Cultivate innovation through strategic collaboration and response organizational stewardship.	To what extent do fiscal resources support the strategic initiatives of Clear Creek ISD?	Communicators & Connectors
2.1 Enhance our comprehensive framework of learning standards to guarantee all students have high quality curriculum, meaningful assessments, interventions, and enrichment to ensure academic achievement.	Maintain a 95% or above Average Daily Attendance rate for students and staff.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have District instructional offerings further developed student agency?	Collaborators & Contributors

2.1 Enhance our comprehensive framework of learning standards to guarantee all students have high quality curriculum, meaningful assessments, interventions, and enrichment to ensure academic achievement.	Increase overall accountability composite score to 85 or higher by 2025.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have students demonstrated readiness for the next school year?	Creators & Critical Thinkers
2.1 Enhance our comprehensive framework of learning standards to guarantee all students have high quality curriculum, meaningful assessments, interventions, and enrichment to ensure academic achievement.	Increase Amplify composite scores to 75% or above for K, 1, 2 cohorts.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have students demonstrated readiness for the next school year?	Creators & Critical Thinkers

2.1 Enhance our comprehensive framework of learning standards to guarantee all students have high quality curriculum, meaningful assessments, interventions, and enrichment to ensure academic achievement.	Increase cohort growth in grades 3-8 Reading Language Arts and Math, 5th and 8th grade Science, English I, English II, and Algebra I on High Priority Learning Standards growth measures.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have students demonstrated readiness for the next school year?	Creators & Critical Thinkers
2.1 Enhance our comprehensive framework of learning standards to guarantee all students have high quality curriculum, meaningful assessments, interventions, and enrichment to ensure academic achievement.	Increase the percentage of students who meet the Texas Success Initiative benchmarks in both English Language Arts and Math from 75% for 2024 graduates to 7% for 2025 graduates.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have students demonstrated readiness for the next school year?	Creators & Critical Thinkers

2.3 Connect all students to learning pathways that align to interests and ensure future-ready graduates.	Student survey and academic success data from the first year of the 6th grade Launch course.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have District instructional offerings further developed student agency? To what extent have the District's Core Values encouraged students to take responsibility for and ownership of their learning and behavior?	Collaborators & Contributors
2.4 Scale up proven academic programs and replicate best practices.	Create a system to utilize data to identify and plan for replication of best practices aligned to district goals.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent has the professional learning provided by the District improved teacher efficacy and student learning outcomes?	Communicators & Connectors
2.5 Provide innovative learning experiences to attract and retain students.	Increase the perception of a quality education from 87% to 90% on the 2025 CCISD performance survey.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent has the professional learning provided by the District improved teacher efficacy and student learning outcomes?	Communicators & Connectors
2.5 Provide innovative learning experiences to attract and retain students.	Present Exploration Team reports for board consideration.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have District instructional offerings further developed student agency?	Communicators & Connectors
3.1 Invest the resources needed to foster a culture of innovation and improvement.	Create a long-range financial stability plan to balance the budget by 2026-27.	#3. CCISD will Cultivate innovation through strategic collaboration and response organizational stewardship.	To what extent has the District demonstrated sound stewardship of taxpayer money?	Communicators & Connectors
3.1 Invest the resources needed to foster a culture of innovation and improvement.	Increase student enrollment from 300 in 2024-25 to 400 in 2025-26 through tuition-based pre-k, limited open enrollment, and competitive marketing.	#3. CCISD will Cultivate innovation through strategic collaboration and response organizational stewardship.	To what extent have District instructional offerings further developed student agency?	Communicators & Connectors
3.2 Develop a framework to ensure cross functional collaboration.		#3. CCISD will Cultivate innovation through strategic collaboration and response organizational stewardship.	To what extent do fiscal resources support the strategic initiatives of Clear Creek ISD?	Communicators & Connectors
3.5 Implement an objective evaluation process to improve, modify, or abandon existing district programs and processes.	A comprehensive list of programs prioritized by financial and student impact.	#3. CCISD will Cultivate innovation through strategic collaboration and response organizational stewardship.	To what extent have District instructional offerings further developed student agency? To what extent do fiscal resources support the strategic initiatives of Clear Creek ISD?	Communicators & Connectors

2.3 Connect all students to learning pathways that align to interests and ensure future-ready graduates.	Develop a PTECH program for Biomechanics and Health Sciences at Clear Horizons ECHS for the 2025-26 school year.	#2. Students and staff will thrive in a secure environment, build connections and community, and become resilient leaders.	To what extent have District instructional offerings further developed student agency?	Creators & Critical Thinkers
1.1 Strengthen districtwide systems to ensure a safe environment.	Identify and correct safety vulnerabilities using TEA Vulnerability Assessment criteria.	#1. Strengthen districtwide systems to ensure a safe environment.	To what extent has the District supported the physical safety needs of students, staff, families, and the community?	Collaborators & Contributors
1.1 Strengthen districtwide systems to ensure a safe environment.	Establish benchmark data on the number of students served at the new CCISD Special Education Behavioral Support Center and the length of enrollment before returning to home campus.	#1. Strengthen districtwide systems to ensure a safe environment.	To what extent have District instructional offerings further developed student agency?	Compassionate & Confident
1.3 Create challenging experiences for students and staff to elevate their leadership abilities.	Expand Leader in Me to three additional elementary schools.	#1. Strengthen districtwide systems to ensure a safe environment.	To what extent have District instructional offerings further developed student agency? To what extent have the District's Core Values encouraged students to take responsibility for and ownership of their learning and behavior?	Compassionate & Confident
1.2 Develop and facilitate intentional opportunities to build connections and community.	Expand School Safety and Security Committee to improve campus and community engagement.	#1. Strengthen districtwide systems to ensure a safe environment.	To what extent has the District supported the physical safety needs of students, staff, families, and the community?	Communicators & Connectors
3.1 Invest the resources needed to foster a culture of innovation and improvement.	Increase the number of educators in the National Board Teacher Certification program through a new system of district supports. The NBTC is a means to achieve Teacher Incentive Allotment.	#3. CCISD will Cultivate innovation through strategic collaboration and response organizational stewardship.	To what extent has the District supported the professional needs of teachers and staff?	Collaborators & Contributors
3.3 Organize strategic partnerships to better align community resources with school and student needs.	Develop and promote an online system to connect students with business partnerships for Independent Study Mentorship.	#3. CCISD will Cultivate innovation through strategic collaboration and response organizational stewardship.	To what extent have District instructional offerings further developed student agency?	Collaborators & Contributors

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 2025, 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 5 th to 6 th grade and 8 th to 9 th grade) and special programs to general education classes. (Title I)	Student Assessment Data, Parent Involvement Data	Title I Principal, Teachers	Title I	April – September 2025	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 2024 – June 2025	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 2024 – June 2025	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 2025, a minimum of 65% of students will meet performance expectations on all STAAR tested areas.																														
<div>Use effective instructional strategies to improve student passing (Meets Level) on STAAR as follows:</div> <table><tr><th>Test</th><th>From (2024)</th><th>To (2025)</th></tr><tr><td>3rd grade reading</td><td>42.47%</td><td>47.47%</td></tr><tr><td>3rd grade math</td><td>34.33%</td><td>39.33%</td></tr><tr><td>4th grade reading</td><td>61.45%</td><td>62.45%</td></tr><tr><td>4th grade math</td><td>43.9%</td><td>48.9%</td></tr><tr><td>5th grade reading</td><td>53.27%</td><td>58.27%</td></tr><tr><td>5th grade math</td><td>47.66%</td><td>52.66%</td></tr><tr><td>5th grade science</td><td>20.37%</td><td>25.37%</td></tr></table> <div>Data source: 2024 STAAR/EOC Data files</div>	Test	From (2024)	To (2025)	3rd grade reading	42.47%	47.47%	3rd grade math	34.33%	39.33%	4th grade reading	61.45%	62.45%	4th grade math	43.9%	48.9%	5th grade reading	53.27%	58.27%	5th grade math	47.66%	52.66%	5th grade science	20.37%	25.37%	Individual student data reports identifying strengths and weaknesses	Elementary and Secondary Assistant Superintendents, Executive Director of Assessment & Evaluation, Principal, Teacher	Local, State comp, Title I	August 2024 – May 2025	AWARE data, designated time for data review, time for intervention, communication methods, HB1416 Interventions	Ongoing progress reports for each student
Test	From (2024)	To (2025)																												
3rd grade reading	42.47%	47.47%																												
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5th grade science	20.37%	25.37%																												
Provide assistance to campuses identified as Targeted Assistance or Additional Targeted Support under the state or federal accountability rating system.	Individual student data reports identifying strengths and weaknesses	Elementary and Secondary Assistant Superintendents, Executive Director of Assessment & Evaluation, Principal, Teacher	Local, State comp, Title I	August 2024– May 2025	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 2025, 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 EB.	Student assessment data	Director for Multilingual Programs; Teacher	Local, Title III	August 2024-June 2025	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 2024-June 2025	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 2024-June 2025	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 2024-June 2025	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 2024-June 2025	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 2024-June 2025	Communication systems	Higher ed enrollment data
Implement the comprehensive school counseling plan .	Individual campus counseling plans	Director of Counseling and Student Services	Local	August 2024-June 2025	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 2025 at least 75% of parents will agree or strongly agree with the statement, "My child's teachers communicate effectively with me" on the school performance survey.						
Teachers will conference with parents at least once each year to provide a variety of information, including: <ul style="list-style-type: none"> 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 and Secondary Assistant Superintendents; Principal	Local	August 2024-June 2025	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 2024-June 2025	District survey; meeting time; plan to improve	2025 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 in the Spring of 2024 to review the data from the Community-Based Accountability Report. Additionally, data was collected from the Spring 2024 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 2024-2025 District Strategic Annual Implementation Plan.

Clear Creek ISD		
STRENGTHS	OPPORTUNITIES	PRIORITY NEEDS
CCISD offers a variety of different programs that meet students' unique needs. These programs highlight the strengths of our students, demonstrating that learning can occur at any time and any place.	While CCISD offers a variety of different programs and opportunities for students to demonstrate success, improved communication to the parents on how these programs demonstrate student success is needed, that may include a timeline of available data, such as accessibility to progress reports and report cards. Additionally, the implementation of CCISD Connect will allow communication to come from one unified place.	Amplify, Dreambox/Get More Math, common formative assessments, CBA, Benchmarks, interim assessments, High Priority Learning Standards data, TTAP (Texas Through the year Assessment Pilot) and learning progression/quarterly grades data will be used in PLC sessions and campus data conversations to consistently monitor student progress in math and identify interventions when needed.
CCISD continues to demonstrate student success at high levels on many different standardized assessments, including STAAR, AP, SAT, and ACT.	While CCISD is above average in state and global scores on SAT, AP, and ACT results, the gap between the state and CCISD continues to close, especially in Math. Therefore, CCISD needs to continue to focus on student performance over time and how CCISD can support student academic growth for all students. Additionally, the number of students participating in the TSIA is decreasing, so CCISD will continue to develop a plan to give students an opportunity to test.	Through extension and intervention opportunities, utilize the professional learning communities and personalized learning strategies for students to support the progress students attained in Math/RLA instruction and growth.
In the Spring 2024 CCISD Performance Survey, 88% of elementary students and 78% of secondary students agreed that they make progress toward their goals.	In the Spring 2024 CCISD Performance Survey, an opportunity exists to bridge the gap between elementary and secondary student groups regarding choices in how they learn. 84% of elementary students agreed that their teachers provide choices, while 58% of secondary students agreed. 82% of parents agreed; 96% of teachers agreed with the statement regarding choices.	
In the Spring 2024 CCISD Performance Survey, stakeholder groups largely agreed (more than 78%) with the statement that CCISD schools are a safe place to learn. 89% of elementary students agreed with this statement, while 78% of secondary students agreed; 93% of parents/guardians agreed, and 93% of staff agreed.	In the Spring 2024 CCISD Performance Survey, there is a discrepancy in the agree rate for the question regarding the programs and/or resources available to help students feel better when they are upset, stressed, or having problems. 69% of elementary students agreed while 48% of secondary students agreed; 72% of parents agreed; and, 85% of staff agreed; however, the agree rate for employees' access to programs and/or resources was at 64%.	

State and Federal Accountability

Pending the current injunction, campuses will receive an A –F rating for the 2024-25 school year.