

Sanger Independent School District
Clear Creek Elementary School
2025-2026 Campus Improvement Plan



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 expanded as of 2024 into a first through fifth grade campus. This expansion marks a significant milestone as we transitioned to being officially recognized as Clear Creek Elementary. As a Title I campus within the Sanger Independent School District, located in Sanger, TX, we are committed to providing quality education and resources to support the diverse needs of a student body that is approximately 600 students .

For the 2025-2026 school year, Clear Creek Elementary School is staffed with 63 dedicated professionals. Among them are 42 instructional staff members who are committed to delivering high-quality education. Our administrative team consists of two administrators who provide leadership and support to our school community. We have a full-time counselor to address the social and emotional needs of our students, along with two Campus Student Interventionists (CSI) who focus on providing targeted support to students requiring additional assistance. Our Gifted and Talented (GT) facilitator ensures that students with advanced learning needs are challenged and engaged. Additionally, we have a nurse to attend to the health and wellness of our students, two dyslexia specialists, two speech therapists, and five Special Education (SPED) teachers who work tirelessly to support students with diverse learning needs. Our team also includes two elective teachers who enrich our curriculum and 12 paraprofessionals who provide essential support across various areas of our school.

As we embark on the 2025-2026 school year, I am pleased to announce the addition of two bilingual classrooms to our first-grade curriculum serving 30% of our first grade population. This initiative marks a significant step forward in our commitment to providing an inclusive and supportive learning environment for all students. By integrating bilingual education at this foundational level, we aim to enhance the learning experience for our English Language Learner (ELL) students, ensuring they receive the necessary support to thrive academically and socially.

Our dedication to expanding the bilingual program is a long-term commitment, with plans to continue its development over the next four years. This strategic growth is in direct response to the increasing number of ELL students within our community. By gradually building upon our bilingual offerings, we are positioning ourselves to better meet the diverse needs of our student body, fostering an educational setting where every child has the opportunity to succeed.

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: In the sub population of White 50% are achieving on grade level on the STAAR Math test. State requirement is 60%.

Root Cause: A new curriculum that is high rigor with students who still have significant gaps in their learning.

Problem Statement 2: The struggle of students who fall in the two or more races sub population being successful on all STAAR assessments.

Root Cause: Students who have significant gaps in their learning.

Student Achievement

Student Achievement Summary

In 2023, our school faced several challenges that hindered student achievement. These factors, while significant, have provided us with valuable insights into areas that require our attention and improvement. We are committed to addressing these issues head-on, making necessary adjustments, and targeting specific needs to ensure that we achieve a growth of at least 5% this year. Our dedication to continuous improvement is unwavering, and we are determined to overcome these obstacles for the benefit of our students.

In 2024, our efforts showed remarkable progress, achieving a 28% increase in closing learning gaps for students in grades 3 through 5. It highlights our ability to adapt and implement effective strategies that directly impact student learning outcomes.

As we look forward to the 2025 school year, we are optimistic about continuing our trajectory of growth. Our goal is to sustain at least a 5% increase in student achievement, building on the successes of previous years. We will continue to employ data-driven approaches, innovative teaching methods, and targeted interventions to support our students' academic progress.

Student Achievement Strengths

As of 2023 A-F Accountability ratings:

Overall Performance- 79

Student Achievement- 74

STAAR Performance- 74

School Progress- 79

Academic Growth- 79

Relative Performance- 72

Closing Gaps- 79

Problem Statements Identifying Student Achievement Needs

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.

Problem Statement 2: White Students not meeting state required on grade level percentages in Math.

Root Cause: Students failing to master fundamental concepts

Problem Statement 3: Students falling in sub populations for Two or more Races are struggling to meet state required on grade level percentages in both Reading and Math.

Root Cause: Students failing to master fundamental concepts

Problem Statement 4: Students under Special Education struggling to meet on grade level standards as we are seeing an increase in students identified Special Education. 30% of our campus is SPED and growing.

Root Cause: Funding to provide more resources and staff to in order to work with SPED students in a small group setting.

School Culture and Climate

School Culture and Climate Summary

At CCE, we pride ourselves on cultivating a school culture that is a vibrant community of learning. Our approach is to engage, challenge, and inspire every student by providing innovative learning experiences that ignite their curiosity and passion for knowledge. By doing so, we aim to create an environment where students are not only recipients of information but active participants in their educational journey.

Our commitment to innovative learning is at the forefront of our educational philosophy. We strive to implement cutting-edge teaching methods and technologies that enhance the learning experience, ensuring that our students are equipped with the skills and knowledge necessary to thrive in a rapidly evolving world. Collaboration is a key component of our strategy, as we believe that working together fosters creativity and problem-solving abilities that are essential for success.

Building strong relationships within our school community is fundamental to our mission. We understand that supporting both the emotional and academic needs of our students is crucial for their overall development. By nurturing these relationships, we create a supportive network that empowers students to reach their full potential and prepares them for the challenges and opportunities of the future.

Clear Mindsets

Leave the Noise at the Door

Expectations (Set High, Achieve High)

Actions Speak Louder

Resilient

Champions for EVERYONE

Respect and Value One Another

Empathic, Grace, Patience

Excuses are not Tools in OUR Toolbox

Kindness matters

The **WHY**:

If we follow our North Star, The journey may alter and the title may change but OUR passion, purpose, and results will remain!

- Every MOVE and DECISION we make is about putting kids FIRST!

School Culture and Climate Strengths

Meet the Teacher

Conscious Discipline

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: 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 that are not compatible with a full time working parent.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sanger is a quaint and close-knit community located just north of Denton, providing a nurturing environment for our school, CCE. Our school is supported by a dedicated team of 63 staff members, which includes teachers, paraprofessionals, and administrative personnel, all working collaboratively to ensure the success and well-being of our students.

At CCE, we pride ourselves on the quality of our educators. Each teaching position is filled by highly qualified professionals, with the vast majority of our teachers holding certification in English as a Second Language (ESL). This ensures that we are well-equipped to meet the diverse linguistic needs of our student population. This school year we have added two Bilingual first grade classrooms to help support those learners that English is not their primary language.

To support our new teachers and facilitate their integration into our school community, we have implemented a mentorship program. Each new teacher is paired with a grade level mentor on their home campus. This initiative fosters a supportive and collaborative environment, allowing new educators to benefit from the experience and guidance of their seasoned colleagues, ultimately enhancing the educational experience for our students.

Staff Quality, Recruitment, and Retention Strengths

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

Highly Qualified Teacher

English as a Second Language certified

Positive staff culture cultivated by both the administration and staff (Conscious Discipline)

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: Teachers continually are continuing to see high demands in their responsibilities to their work load which has caused many to leave the profession.

Root Cause: Trying to find a balance with an increased work load that will not filter into to time designated for family or personal life.

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.

CCE awarded the LASSO grant that is being used for additional training for the implementation of Bluebonnet Math for both teachers and campus administrators, math instructional coach, and additional support from Region 11

HMH curriculum for Science and RLA

Bluebonnet curriculum for Math

Curriculum, Instruction, and Assessment Strengths

At Clear Creek Intermediate, our teachers exemplify the power of collaboration, working together to enhance the educational experience for every student. This collaborative approach ensures that our educators share best practices, support one another, and create a cohesive learning environment that benefits from diverse perspectives and expertise. By adhering to the district-set curriculum, our teachers maintain a consistent and high-quality educational standard across all classrooms. This alignment with district guidelines ensures that all students receive a comprehensive and well-rounded education, preparing them for future academic challenges and success.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers being committed to following the curriculum set by district and made mandatory by campus administrator.

Root Cause: In the past, poor implementation and training provided to teachers to adequately implement the curriculum successfully in their classrooms.

Problem Statement 2: Teachers using data effectively to drive instruction not just to look who passed or failed.

Root Cause: Teachers have a lack of confidence in their knowledge to use data effectively.

Family and Community Engagement

Family and Community Engagement Summary

At CCE, we pride ourselves on fostering an inclusive environment where all stakeholders, including parents, teachers, students, and community members, are encouraged to actively participate in the life of the school. We believe that by offering a range of opportunities for involvement, such as volunteering, attending school events, and participating in decision-making processes, we can create a vibrant and supportive community that enhances the educational experience for our students. This collaborative approach not only strengthens the bonds within our school community but also ensures that diverse perspectives are considered in shaping the future of our institution.

Family and Community Engagement Strengths

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

PTO

Meet the teacher

Living Museum

Book Fair

Open House

Fall Festival

Awards ceremonies

Field Day

NES Induction Ceremony

Color Run

School Holiday parties

Veteran's Day Program

Grandparent's Day Parade

Problem Statements Identifying Family and Community Engagement Needs

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 Organization

School Organization Summary

At our campus, we place a high priority on fostering strong relationships with both students and their families. This commitment is reflected in our comprehensive training of all staff members in Conscious Discipline, a program that serves as the foundation for our approach to relationship building and the maintenance of a positive school environment. By focusing on relationships, we aim to create a supportive atmosphere where students feel connected and engaged, which we believe is essential for their success.

We understand that relationships are integral to student achievement, and we strive to create a structured environment where desired behaviors are taught and reinforced. This approach not only supports academic learning but also helps students develop important social and emotional skills. By teaching and modeling these behaviors, we ensure that students understand expectations and feel secure in their learning environment.

Our goal is to make every student feel like a valued member of their classroom community. By emphasizing relationship building and maintaining a structured environment, we empower students to take an active role in their education and contribute positively to their classroom dynamics. This sense of belonging and value is crucial for their overall development and success.

School Organization Strengths

Communication is constant and varies in accessibility, such as Parent Square, Facebook, Email, or phone calls.

We have received lots of positive feedback from the community

Opportunities for parent involvement in school

Implementation of Conscious Discipline

Teacher and student input in decision making

Open doors between teachers and administration

Communication through email/shout-out

Problem Statements Identifying School Organization Needs

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.

Technology

Technology Summary

At CCE, we recognize the pivotal role that technology plays in shaping the educational experiences of our students. Our teachers are not only encouraged but also supported in integrating technology into their teaching practices to enhance student engagement and learning outcomes. By leveraging technology, we aim to create dynamic and interactive learning environments that cater to the diverse needs of our students.

Our school is equipped with a variety of technological tools, including iPads, MacBooks, Apple TV, and educational applications, which are integral to our teaching and learning processes. We are proud to maintain a one-to-one iPad program, ensuring that each student has access to their own device, thereby facilitating personalized learning experiences. Additionally, we provide Computer class through our Specials that offers students the opportunity to engage in elective courses, broadening their technological proficiency and preparing them for future academic and professional endeavors.

To further support our students' learning, we utilize Class Link, a platform that provides seamless access to all curriculum content. This tool is instrumental in enhancing and reinforcing learning objectives, allowing students to engage with educational materials in a more meaningful and effective manner. By integrating these technological resources, we strive to empower our students with the skills and knowledge necessary to succeed in an increasingly digital world.

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 Specials 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
- Remind 101
- Class Link

Problem Statements Identifying Technology Needs

Problem Statement 1: CCI staff needs to continue to foster growth mindsets 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals

Goal 1: CCE will focus to increase academic success for students receiving special education and emergent bilingual services resulting in a 5 % increase in the percentage of students meeting or exceeding progress goals in Reading and Math as measured by IEP data, TELPAS, IXL BOY, MOY, and BOY screeners, district, and state assessments.

Performance Objective 1: Improve SPED and EB student performance in RLA 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 by 5% across all categories and tested subject areas.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Mainstream SPED and all EB students will use data folders to track their own progress on all Reading assessments.</p> <p>Strategy's Expected Result/Impact: 5% increase on all district level and state assessments.</p> <p>Staff Responsible for Monitoring: SPED Staff Classroom Teachers EB support staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SPED students will have individualized IXL skill plans aligned to IEP goals, grade-level standards, and diagnostic gaps.</p> <p>Strategy's Expected Result/Impact: 5% increase on all district level and state assessments.</p> <p>Staff Responsible for Monitoring: SPED staff Classroom Teachers</p> <p>Title I: 2.51, 2.52, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Embed explicit instruction in vocabulary, comprehension, and writing in both inclusion ,resource settings, EB pullout support, and Rti intervention.</p> <p>Strategy's Expected Result/Impact: 5% increase on all district level and state assessments.</p> <p>Staff Responsible for Monitoring: SPED Staff Classroom Teachers EB support staff Campus Interventionist</p> <p>Title I: 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: EB students will have individualized IXL skill plans aligned grade-level standards, and diagnostic gaps. These will be addressed in the classroom, academic support through RTI with campus interventionist, and EB support staff services.</p> <p>Strategy's Expected Result/Impact: 5% increase on all district and state level assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionist EB support staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: CCE will focus to increase academic success for students receiving special education and emergent bilingual services resulting in a 5 % increase in the percentage of students meeting or exceeding progress goals in Reading and Math as measured by IEP data, TELPAS, IXL BOY, MOY, and BOY screeners, district, and state assessments.

Performance Objective 2: Improve SPED and EB student performance in Math 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Mainstream SPED and all EB students will use data folders to track their own progress on all Math assessments.</p> <p>Strategy's Expected Result/Impact: 5% increase on all district level and state assessments.</p> <p>Staff Responsible for Monitoring: SPED Staff Classroom teachers EB support staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SPED students will have individualized IXL skill plans aligned to IEP goals, grade-level standards, and diagnostic gaps.</p> <p>Strategy's Expected Result/Impact: 5% increase in district and state level assessments</p> <p>Staff Responsible for Monitoring: SPED Staff Classroom teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use the Fluency and Application Problems as opportunities to build problem-solving stamina in both EB and SPED students</p> <p>Strategy's Expected Result/Impact: 5% increase in district and state level assessments</p> <p>Staff Responsible for Monitoring: SPED staff Classroom Teachers EB support staff Campus Interventionist</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: EB students will have individualized IXL skill plans aligned grade-level standards, and diagnostic gaps. These will be addressed in the classroom, academic support through RTI with campus interventionist, and EB support staff services.</p> <p>Strategy's Expected Result/Impact: 5% increase in district and state level assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers EB support staff Campus Interventionist</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: CCE 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		
<p>Strategy 1: Safety Audit conducted by Region 10 and reviewed by Campus Leadership team. Strategy's Expected Result/Impact: Complete Review of Safety Staff Responsible for Monitoring: Campus Administration State Safety Auditors Safety and Security Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Safety and Security Audit by Region 11 and reviewed by Campus Leadership Team 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</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All staff is trained on all safety and security protocols for the campus.</p> <p>Strategy's Expected Result/Impact: Trained during Professional Development August 2024</p> <p>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</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct required Safety Drills that include Fire, Severe Weather, and Intruder drills</p> <p>Strategy's Expected Result/Impact: Fire Drills once a month</p> <p>Intruder and Sever Weather twice a semester. All drills documented in Navigate Prepared</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Secure and Safe school environment.</p> <p>Staff Responsible for Monitoring: Campus Administration SRO</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: CCE 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		
<p>Strategy 1: Implementation of Conscious Discipline campus wide.</p> <p>Strategy's Expected Result/Impact: Decrease in student office referrals by 5% Increase positive referrals or compliment cards by 5% Increase in student achievement overall by 5%</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Participate in nation wide opportunities that support a safe and drug free school environment.</p> <p>Strategy's Expected Result/Impact: Red Ribbon Week Access to counselor to report and record bullying.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 5% decrease in needed breaks for those high behavior identified students.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.53, 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Follow SISD protocols when conducting bullying incidents and continue implementation of "StopIt", an anonymous reporting system for students to report unsafe or uncomfortable incidents including bullying.</p> <p>Strategy's Expected Result/Impact: Decrease bullying incidents by 5%</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.53, 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Conduct SISD threat assessment when a threat is made to campus, student, or staff.</p> <p>Strategy's Expected Result/Impact: Maintain a safe environment for all.</p> <p>Staff Responsible for Monitoring: Campus Administration School Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Conduct SISD suicide assessment when a student has made a suggestion or attempted to harm themselves.</p> <p>Strategy's Expected Result/Impact: Increase mental well being of students.</p> <p>Staff Responsible for Monitoring: Campus Administration School Counselor</p> <p>Title I: 2.53, 2.531</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The use of school wide PBIS lessons to teach behavior expectations, daily routines, and procedures that are to be school wide year round.</p> <p>Strategy's Expected Result/Impact: First two weeks daily lessons Refreshers given at the start of each nine weeks 5% decrease in behavior referrals</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.531, 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			

Goal 3: CCE will continue to strengthen parent involvement and community partnerships by increasing opportunities for meaningful engagement, communication, and collaboration.

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 5%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use multiple strategies to communicate with parents about campus related events.</p> <p>Strategy's Expected Result/Impact: Parent Square- daily</p> <p>Facebook- weekly</p> <p>School Website- weekly</p> <p>PTO Meetings- once a month</p> <p>Open House-once a year</p> <p>Meet the Teacher- once a year</p> <p>Parent Conference</p> <p>Weekly Newsletter</p> <p>Emails</p> <p>Phone Calls</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers:</p> <p>Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunity for parents to hear and provide feedback of campus initiatives.</p> <p>Strategy's Expected Result/Impact: Two opportunities to attend Title 1 Parent Meeting</p> <p>Provide at least one opportunity for a campus wide parent survey</p> <p>Provide and make available Campus Flyer about our campus to all parents.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers:</p> <p>Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Conscious Discipline school family framework to strengthen parent engagement and foster a collaborative , supportive, community between home and school.</p> <p>Strategy's Expected Result/Impact: Home to School connections tools once a month in the CCE newsletter</p> <p>Staff Responsible for Monitoring: All Staff Parents</p> <p>Title I: 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: CCE will cultivate a positive school culture that prioritizes the social and emotional well-being of both students and staff by implementing strategies, promoting staff wellness initiatives, and fostering inclusive, supportive environments. By the end of the school year, we will see a 5% increase in attendance and academic performance on district and state assessment along with a 5% decrease in behavior.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CCE will provide guidance lessons to all students to help them develop positive relationships with their peers</p> <p>Strategy's Expected Result/Impact: At least once a month guidance lessons to students during Specials.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.531</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CCE will conduct the MTSS screener to all student to help identify those students needing Rti intervention for behavior.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.531, 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities to recognize students and the positive impact they are having while at school.</p> <p>Strategy's Expected Result/Impact: Weekly awards</p> <ul style="list-style-type: none"> - Student of the Month - Library Leaders - Master Musician - Computer Wizard - King and Queens of Gym - Character Builder - Positive Principal Phone Home <p>Nine Weeks Recognition</p> <ul style="list-style-type: none"> - Tribe Awards - Perfect Attendance - All A's and Honor Roll <p>End of Year Attendance Incentives for Perfect Attendance</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.53, 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide support with opportunities to have access to CCE School Counselor, Dr. Hughes, Director of Student intervention, LSSP, Behavior Specialist, or Stronger Connection Social Worker in order to help with difficult issues.</p> <p>Strategy's Expected Result/Impact: Students will be provided tools and resources for them to deal and cope successfully with difficult issues.</p> <p>Staff Responsible for Monitoring: Counselor Director of Behavior Health Services Campus Administration Behavior Specialist</p> <p>Title I: 2.531, 2.533</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CCE counselor will support identified homeless students and provide them with school supplies, food, clothing, as needed. 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</p> <p>Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CCE will implement Conscious Discipline tools to help provide students a classroom environment that is safe and they feel valued. Strategy's Expected Result/Impact: 5% decrease in student discipline referrals Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.534 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: CCE will cultivate a positive school culture that prioritizes the social and emotional well-being of both students and staff by implementing strategies, promoting staff wellness initiatives, and fostering inclusive, supportive environments. By the end of the school year, we will see a 5% increase in attendance and academic performance on district and state assessment along with a 5% decrease in behavior.

Performance Objective 2: Implement a data-driven, coordinated health program aimed at improving student fitness, attendance, and academic outcomes, especially for educationally disadvantaged students, through targeted physical activity, nutrition education, and health monitoring.

Evaluation Data Sources: PE Physical Fitness state testing
SISD nutrition department providing healthy breakfast and lunch

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct state mandated physical fitness testing each year to all students. Strategy's Expected Result/Impact: 100 % participation and completion Staff Responsible for Monitoring: PE Teacher</p> <p>Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Participate in the Medical City Healthy Snack Challenge to promote choosing and eating healthier snacks at school. Strategy's Expected Result/Impact: At least 75% of students participate Staff Responsible for Monitoring: PE teacher</p> <p>Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide students daily opportunity to have at least 10 minutes for breakfast and 20 minutes for lunch to eat. Strategy's Expected Result/Impact: Every student is provided with at least 2 well balanced meals while at school. Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: CCE will ensure the consistent and effective implementation of district-adopted curriculum with fidelity across all grade levels to promote a 5% growth in student success.

Performance Objective 1: 100% of all RLA teachers at CCE will provide daily instruction using the HMH Into Reading curriculum with fidelity resulting in a 5% growth in reading proficiency for all students including special populations.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom walkthroughs, Student Data Folders, formative assessments, summative assessments, and observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement weekly writing tasks aligned with HMH module texts to deepen understanding of reading skills and build evidence based responses (SCR, ECR).</p> <p>Strategy's Expected Result/Impact: 5% increase in district and state assessments</p> <p>Staff Responsible for Monitoring: RLA teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will deliver daily comprehension instruction using the HMH anchor texts, focusing on metacognitive strategies such as questioning, summarizing, visualizing, and inferencing.</p> <p>Strategy's Expected Result/Impact: 5% increase in district and state assessments</p> <p>Staff Responsible for Monitoring: RLA teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement daily vocabulary routines using HMH Into to Reading word work resources to support acquisition of rigorous academic vocabulary.</p> <p>Strategy's Expected Result/Impact: 5% increase in district and state assessments</p> <p>Staff Responsible for Monitoring: RLA Teachers</p> <p>Title I: 2.51, 2.52, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 5: CCE will ensure the consistent and effective implementation of district-adopted curriculum with fidelity across all grade levels to promote a 5% growth in student success.

Performance Objective 2: 100% of all Science teachers at CCE will provide daily instruction using the HMH Science curriculum with fidelity resulting in a 5% growth in Science proficiency for all students including special populations.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom walkthroughs, Student Data Folders (5th grade ONLY), formative assessments, summative assessments, and observation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CCE teachers will work together to vertically align to intentionally ensure retention of foundational concepts introduced in all grades leading up to a successful application on the 5th grade Science assessment.</p> <p>Strategy's Expected Result/Impact: 5% increase on the district and state level assessments.</p> <p>Staff Responsible for Monitoring: Science teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 5: CCE will ensure the consistent and effective implementation of district-adopted curriculum with fidelity across all grade levels to promote a 5% growth in student success.

Performance Objective 3: 100% of all Math teachers at CCE will provide daily instruction using the Bluebonnet curriculum with fidelity resulting in a 5% growth in Math proficiency for all students including special populations.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom walkthroughs, Student Data Folders, formative assessments, summative assessments, and observation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Math teachers will engage in weekly lesson internalization facilitated by Campus Administration, support from Region XI coaches, and Math Instructional coach to unpack the rigor, anticipated misconceptions, and plan scaffolds using the Bluebonnet framework during Tribal Talks.</p> <p>Strategy's Expected Result/Impact: 5% increase on district and state level assessments.</p> <p>Staff Responsible for Monitoring: Math Teachers Campus Admin Math Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CCE's Math instructional coach will provide ongoing, job-embedded support by modeling lessons, co-teaching during core instruction, and conducting feedback cycles tied to math walkthroughs and student data.</p> <p>Strategy's Expected Result/Impact: 5% increase on district and state level assessments.</p> <p>Staff Responsible for Monitoring: Math Teachers Campus Admin Math Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CCE teachers and Campus Admin have been and will continue to receive ongoing , Bluebonnet specific professional development focused on internalization protocols, TEKS alignment, and best practices that promote rigor, conceptual understanding, and intentional student collaboration.</p> <p>Strategy's Expected Result/Impact: 5% increase in district and campus level assessments.</p> <p>Staff Responsible for Monitoring: Math Teachers Campus Admin Math Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
Sub-Total					\$0.00