Clear Creek ISD Goal Setting Plan

To comply with state requirement, the district and campus goal setting document is an instructional tool designed to improve overall academic achievement and student learning objectives. Each plan will include identified goals, resources, timelines, and measure of progress toward goals and objectives. The District and Campus Instructional Improvement Committees will address additional goals that measure parent involvement, violence prevention and intervention, and coordinated health assessments.

CCISD Goals	**CCISD will attain an 88 in the A-F Student Achievement Domain in 2026.**
Lag Measure: Overall (SMART Goal)	The campus will increase the overall approaches, meets, and masters percentages from the 2025 levels on STAAR/EOC to the 2026 levels on STAAR/EOC. Approaches % increase from **81%** in 2025 to **86%** in 2026. Meets % increase from **63%** in 2025 to **65%** in 2026. Masters % increase from **40%** in 2025 to **41%** in 2026.
Campus Targeted Goal: Specific Priority Area	The campus will increase **3rd grade math** approaches, meets, and masters percentages from the 2025 levels on STAAR/EOC to the 2026 levels on STAAR/EOC. Approaches % increase from 82% in 2025 to 87% in 2026. Meets % increase from 64% in 2025 to 66% in 2026. Masters % increase from 32% in 2025 to 33% in 2026.
Campus Targeted Goal: Specific Priority Area	The campus will increase **3rd grade reading** approaches, meets, and masters percentages from the 2025 levels on STAAR to the 2026 levels on STAAR. Approaches % increase from 78% in 2025 to 83% in 2026. Meets % increase from 65% in 2025 to 67% in 2026. Masters % increase from 37% in 2025 to 38% in 2026.
Systemic Lead Measure 1	Meet the performance targets (as detailed below) on Essential Standards as measured by Campus Common and District HPLS assessments.
Systemic Lead Measure 2	Meet the observational targets (as detailed below) on PLC audits
Systemic Lead Measure 3	Meet RtI targets for identifying, servicing, progress monitoring, and exiting (as detailed below) students for intervention.

Follow the guidelines below to set your campus goal for **approaches percentages**.

Add **5%** to the 2025 Approaches % for your 2026 Approaches goal.

If the 2026 Approaches % is below 70%, raise the 2026 goal to 70% as a minimum target percentage.

If the 2026 Approaches % is above 90%, feel free to adjust the goal so that the minimum target is 90% and the target is at least 2% higher than 2025.

Follow the guidelines below to set your campus goal for **meets percentages**.

Add **5%** to the 2025 Meets % for your 2026 Meets goal.

If the 2026 Meets % is below 40%, raise the 2026 goal to 40% as a minimum target percentage.

If the 2026 Meets % is above 60%, feel free to adjust the goal so that the minimum target is 60% and the target is at least 2% higher than 2025.

Follow the guidelines below to set your campus goal for **masters percentages**.

Add **2%** to the 2025 Masters % for your 2026 Masters goal.

If the 2026 Masters % is below 10%, raise the 2026 goal to 10% as a minimum target percentage.

If the 2026 Masters % is above 30%, add at least 1% to the 2025 Masters %.

Progress Monitoring	Target 1	Target 2	Target 3	Target 4
Systemic Lead Measure 1 *(Essential Standard Performance)*	*First-teach percent correct for all Essential Standards >= 75% on Campus Common and HPLS assessments*	*First-teach percent correct on Essential Standards >= 75% Reteach percent correct on Essential Standards >= 5% increase*	*First-teach percent correct on Essential Standards >= 75% Reteach percent correct on Essential Standards >= 5% increase*	*First-teach percent correct on Essential Standards >= 75% Reteach percent correct on Essential Standards >= 5% increase*
Systemic Lead Measure 2 *(PLC Work)*	*PLC meets weekly with agenda and minutes >=80% Sampling of PLC conversations for alignment with the collaborative PLC work document >=70%*	*PLC meets weekly with agenda and minutes >=85% Sampling of PLC conversations for alignment with the collaborative PLC work document >=75%*	*PLC meets weekly with agenda and minutes >=90% Sampling of PLC conversations for alignment with the collaborative PLC work document >=80%*	*PLC meets weekly with agenda and minutes >=95% Sampling of PLC conversations for alignment with the collaborative PLC work document >=85%*

Systemic Lead Measure 3 (RtI)	>= 60% of Teachers keep a list of students who do not meet the mastery standard for each Essential Standard. >= 60% of students on list receive targeted small group instruction at least 2x a week >= 60% of students identified for RtI are progress monitored on identified ESs every 2 weeks >= 40% of RtI students are exited from the list for satisfactory performance on identified ESs.	>= 60% of Teachers keep a list of students who do not meet the mastery standard for each Essential Standard. >= 60% of students on list receive targeted small group instruction at least 2x a week >= 60% of students identified for RtI are progress monitored on identified ESs every 2 weeks >= 40% of RtI students are exited from the list for satisfactory performance on identified ESs.	>= 60% of Teachers keep a list of students who do not meet the mastery standard for each Essential Standard. >= 60% of students on list receive targeted small group instruction at least 2x a week >= 60% of students identified for RtI are progress monitored on identified ESs every 2 weeks >= 40% of RtI students are exited from the list for satisfactory performance on identified ESs.	>= 60% of Teachers keep a list of students who do not meet the mastery standard for each Essential Standard. >= 60% of students on list receive targeted small group instruction at least 2x a week >= 60% of students identified for RtI are progress monitored on identified ESs every 2 weeks >= 40% of RtI students are exited from the list for satisfactory performance on identified ESs.

Lead Measure 1 Strategies

Action Items/Steps	Person(s) Responsible	Timeline	Resources Needed	Evidence of Monitoring/Evaluation
Define 1 to 2 Essential Standards per unit of study for all contents	Each PLC	before Sept 1	- list of TEKS - student performance data (Aware) - STAAR blueprints - lead4ward STAAR frequency reports	List of Essential Standards included on course syllabus/YAG and available on Canvas
Unpack each essential standard into discrete learning expectations each with its own criteria for success (CFS) and student exemplar	Each PLC	one month before the start of each unit	- Access to CCISD curriculum - lead4ward Field Guides	-Objectives and CFS submitted to instructional supervisor 1 month before start of unit - Objectives and CFS included in lesson plans, posted to Canvas the week before instruction
Create a Campus Common assessment for use at the end of unit and at least 2 common formative assessments per Essential Standard to use as checks for understanding during the unit	Each Teacher/Instructional coach	Initial planning will occur during the instructional planning day and discussed during weekly grade level PLC meetings.	- CCISD Curriculum - Available test banks - Other assessment creation resources - Aware for test administration and/or data storage	- Campus Common and CFAs shared with instructional coaches during instructional planning days -Assessments/ Rubrics/Key created in Aware for data storage and analysis - PLC discusses results of CFAs and Campus Common at the next PLC meeting
Utilize planned lessons as the foundation for instruction, incorporating RBIS, scaffolds, supports and SIOP strategies to ensure access for all learners with a focus on eco dis	Each Teacher/Instructional coach/EB Coach	1 full week prior to the first planned lesson	-Fieldguides and Snapshot - CCISD curriculum - Shared storage for lesson plans	- Lesson plans for the following week submitted to shared storage for review by instructional coaches by end-of-day Monday
Incorporate research-based instructional strategies in lesson plans for high focus student groups (with specific roles and actions delineated for co-teach teams)	Each Teacher	1 full week prior to the first planned lesson	CCISD curriculum - Shared storage for lesson plans - Time to plan with co-teacher and/or confer with program specialists - para support for behavior intervention - Facts - n - Fracs, library books, instructional supplies	- Lesson plans for the following week submitted to shared storage for review by instructional supervisor by end-of-day Monday - Lesson plans for the next week submitted for student and parent access by the end-of-day Friday
Use data to reflect on effective and ineffective instructional strategies employed during the previous unit	Each PLC	Within two weeks of collecting data from the final unit assessment	-Previous unit's lesson plans and assessments - Data from assessments - Data protocol for reflection	PLC agenda and minutes exhibit PLC engaged in the protocol and discussion

Lead Measure 2 Strategies

Action Items/Steps	Person(s) Responsible	Timeline	Resources Needed	Evidence of Monitoring/Evaluation

Action Items/Steps	Person(s) Responsible	Timeline	Resources Needed	Evidence of Monitoring/Evaluation
Set up a common shared access point for storage of PLC agendas and minutes (OneNote)	Principal	Prior to return of teachers	- District technology - Microsoft 365	Shared digital access point is accessible to all staff associated with the campus
Train Guiding Coalition members on facilitating effective PLCs (focus on learning, collaborative culture and collective responsibility, results oriented)	Admin/Instructional Coaches	1st G.C. Meeting and on-going	CCIS collaborative teams PLC at work and Transactional vs transformative article	Feedback survey from G.C. members
Determine method of feedback for instructional supervisors to use with PLCs	Admin/Instructional Coaches/G.C.	1st G.C. Meeting	SIG	Rubric is shared and accessible to all campus staff
Have an instructional supervisor meet with each PLC team during their regular PLC meeting at least once per nine weeks	Instructional supervisors (Principal, AP)	at least 1 per nine weeks per content PLC	- Access to PLC shared storage and agendas	Attendance for all PLC meetings are kept and accessible to all campus staff

Lead Measure 3 Strategies

Action Items/Steps	Person(s) Responsible	Timeline	Resources Needed	Evidence of Monitoring/Evaluation
Train instructional staff on Project RtI and Tier II systems (focus on below level eco dis)	Instructional supervisors (Principal, AP)	Before the end of the 1st nine weeks	Training materials for system of tracking and monitoring RtI services	- Materials are accessible to all campus staff - Keep attendance for training and provide make-up opportunities
Establish expectations for when and how inteventions will occur	Instructional supervisors (Principal, AP, Lead Interventionist)	1st G.C. Meeting	- Document of expectations - time in master schedule for RtI	- Documents and schedule are accessible to all campus staff
Establish criteria for students exiting RtI after demonstrating proficiency	Instructional supervisors (Principal, AP, Lead Interventionist)	By the end of September	- Document of exit criteria	- Documents are accessible to all campus staff
Identify resources to support intervention of Essential Standards, inlcuding progress monitoring assessments	Instructional supervisors (Principal, AP) (Seek district support as needed)	Before September 1	- CCISD curriculum - District curricular support - Additional HQIM as needed	- Resources are accessible to all campus staff
PLC meets regularly to discuss RtI plans and review student progress	PLC	Weekly after first unit assessment	- RtI tracking system - Curricular resources for RtI - Data from RtI progress monitoring	PLC agendas and minutes indicate PLC engaged in discussion and review
Instructional staff provide RtI services in a consistent and timely manner	Instructional staff	Ongoing after first assessment	- RtI tracking system - Curricular resources for RtI - Data from RtI progress monitoring	RtI tracking system is updated regularly and is monitored weekly by instructional supervisors
Parental assistance for Hispanic subpop	Front office staff, Principal, AP	August - May	Additional staffing support	100% registration for Back to School forms