

Clear Creek Independent School District

Clear Creek High School

Campus Improvement Plan

2014-2015

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Objectives

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state's students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the Learning of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning Objectives.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and assumes his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Clear Creek High School Mission Statement

Pending.

CLEAR CREEK HIGH SCHOOL INSTRUCTIONAL IMPROVEMENT STRATEGIES AND PERFORMANCE OBJECTIVES

Strategy I: We will inspire learning through an array of personalized opportunities and experiences.

Performance Objective I.1: Develop curriculum and flexible scheduling that supports student choice and personalized learning.

Strategy II: Support to meet the needs and aspirations of each student.

Performance Objective II.1: Develop a systematic approach for instructional and behavioral supports for each student.

Performance Objective II.2: Provide support so that each student will meet or exceed performance expectations on all STAAR tested areas.

Performance Objective II.3: Provide 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.

Strategy III: We will ensure safe and nurturing learning environments.

Performance Objective III.1 Implement consistent district procedures for visitors on campus and student arrival/dismissal.

Performance Objective III.2: Implement character development programs and opportunities for each student.

Performance Objective III.3: Develop a CCISD behavior framework to support the social and emotional well-being of all students and employees.

Strategy IV: We will ensure each student understands and assumes his or her role as a productive citizen.

Performance Objective IV.1: Teach responsible and effective use of technology while learning at school, home, and in the community.

Performance Objective IV.2: Provide a future-ready culture that fosters college and career exploration and readiness.

Strategy V: We will broaden and strengthen connections within our communities.

Performance Objective V.1: Develop and maintain meaningful relationships within PK-12 communities.

Strategy VI: We will ensure mutual understanding and support through effective communication.

Performance Objective VI.1: Develop and maintain mutual understanding and support through effective communication.

Strategy VII: We will build capacity for organizational change.

Performance Objective VII.1: Implement an instructional coaching model to facilitate the building of teacher capacity.

Performance Objective VII.2: Ensure that all teaching and paraprofessional staff members will meet “Highly Qualified” requirements.

Performance Objective VII.3: Provide each instructional employee with a minimum of 30 hours of professional learning annually.

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DISTRICT STRATEGY I: We will inspire learning through an array of personalized opportunities and experiences.						
PERFORMANCE OBJECTIVE I.1: Curriculum and flexible scheduling that support student choice and personalized learning.				PRINCIPAL: Jamey Majewski		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
By April 17, 2015 all instructional staff will complete a minimum of eight hours of professional learning, in a variety of formats, on personalized learning for students.	Number of available options	Principal	Local	August 25- December 12, 2014	Technology to track	Campus documentation of opportunities
By December 14, 2014 increase general education placements for students receiving special education, as individually appropriate.	2013-2014 student placements	Principal, Teachers	Local, IDEA	August 25-	Teachers to support inclusion	Summative data showing increase; increased student performance on summative assessments
Teachers will be trained in and practice the six basic elements of personalized instruction: 1) the dual teacher role (coach and advisor); 2) diagnosing student learning characteristics; 3) a culture of collegiality; 4) interactive learning environments; 5) flexible scheduling and pacing; and 6) authentic assessment.	Number of available options	Principal, Dean of Instruction, Teachers	Local	August 25, 2014- May 12, 2015	Technology to track	Campus documentation of opportunities
Teachers will be committed to and practice personalized learning to help students develop personal learning plans; diagnose cognitive strengths, weaknesses and to help adapt the learning environment and instruction to learner needs and interests and mentor authentic and reflective learning experiences for their students.	Number of available options	Principal, Dean of Instruction, Teachers	Local	August 25, 2014- May 12, 2015	Technology to track	Campus documentation of opportunities
Teachers will continually work with students to acquire good digital technology skills to ensure students are adept at leading their own learning, supported by teachers, with the goal of students becoming actively involved in deciding what and how they learn and how their work is to be assessed.	Number of available options	Principal, Dean of Instruction, Teachers	Local	August 25, 2014- May 12, 2015	Technology to track	Campus documentation of opportunities

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.1: A systematic approach for instructional and behavioral supports for each student.				PRINCIPAL: Jamey Majewski		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By December 14, 2014 compile a listing all academic and behavior support options available for students.	N/A	Principal, Director of Assessment & Evaluation, At-Risk Coordinator, Executive Director of C&I	Local	August 25, 2014 – December 14, 2014	Template provided by the Department of Assessment and Evaluation	Listing submitted to assistant superintendent by December 12, 2014
By May 12, 2015 the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.	Campus developed listing	Principal, Director of Assessment & Evaluation	Local	January 6, 2015 – May 12, 2015	Data analyst time to review/rank	Ranked listing submitted to assistant superintendent by May 12, 2015
Provide additional instructional support with the use of push-in tutors to meet the needs of specific at-risk students.	At-risk student data, SSI data	Principal, Dean of Instruction, Counselor	State compensatory funds	August 2014-May 2015	Planning Time	Record of activities and data analysis
Provide additional instructional support through additional tutoring in practical writing and mathematics for identified at-risk students during the school day.	At-risk data, SSI data	Principal, Dean of Instruction, Counselor	Local	September 2014-May 2015	Intervention Resources	Record of activities and data analysis
Provide additional instruction support through the after school tutorial program.	All students	Principal, Dean of Instruction, Teachers	Local	September 2014-May 2015	Teachers	Record of activities
Provide additional instruction support through the Get-In-Gear after school post tutorial program for all students providing transportation for all students attending.	All students, at-risk student data	Principal, Dean of Instruction	State compensatory funds	September 2014-May 2015	Intervention Resources	Record of activities
Provide additional instructional support through Pre-AP Summer Camp for identified at-risk students for advanced academic courses.	At-risk data	Principal, Dean of Instruction	Local	August 2014	Planning Time	Record of activities and data analysis
Principals, assistant principals, campus instructional leaders and teachers will participate in professional learning activities to incorporate technology to enhance student learning.	District and campus initiative	Principal, Dean of Instruction	Local, Title II	August 2014-May 2015	Professional development materials	Attendance sign in sheets

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Teachers will use formative and summative assessments to inform their instruction and increase student outcomes.	Review of prior assessments	Dean of Instruction, Teacher	Local	August 2014- May 2015	Professional development, LAD protected planning	Implemented formative assessments
Teachers will utilize district assessment item bank through forethought and provide feedback.	Prior system usage	Dean of Instruction, Teachers	Local	August 2014 – May 2015	Time to review system	System usage
Teachers will utilize district learning checkpoints to improve student academic achievement.	Review of prior student performance	Dean of Instruction, Teachers	Local	September 2014- May 2015	Professional development materials	Implemented learning checkpoints
CIIC will annually review and report the student achievement result of campus based student intervention programs and determine whether programs should be continued, modified or discontinued.	Student grade reports	Principal, Dean of Instruction, Counselor	State compensatory funds	September 2014- May 2015	Intervention Resources	Record of activities and data analysis
A minimum of 10 students will be recruited to participate in campus/district Science Fair.	Previous science participation	Science curriculum coordinators, principals, designated teacher	Local	September 2014 – May 2015	Stipends	Science Fair Results

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.				PRINCIPAL: Jamey Majewski		
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
UPDATE BASED ON CAMPUS 2014 STAAR RESULTS, USING ALL STUDENTS <ul style="list-style-type: none"> • ELA I EOC from 76% to 80% • ELA II EOC from 82% to 85% • Algebra I EOC from 88% to 90% • Biology EOC from 96% to 98% • US History EOC from 99% to 99.5% 	Individual student data reports identifying strengths and weaknesses	Assistant Superintendents, Director of Assessment & Evaluation, Principal, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	AWARE data, designated, planned time for data review, time for intervention, communication methods for students and parents	Ongoing progress reports for each student
Improve student attendance rate from 94.3% to 95.5%. [Campus student attendance rate posted in OneNote]	Previous year student attendance rate	Principal, Counselor, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	Weekly student attendance reports	Nine-weeks review
All schools will implement a minimum of three District endorsed, scientifically based instructional methods to be used for student groups to show success/improvement in all core content areas. (Title I)	Formative, summative assessments results	Principal	Local, State compensatory, Title I	August 25, 2014- April 23, 2015	Professional Learning sessions	Student performance, professional Learning attendance records
Complete a thorough data analysis of the performance of students receiving special education services and make instructional modifications as a result of this analysis. (Title I)	Student assessment results	Director of Assessment and Evaluation	Local, Title I	August 25, 2014- April 23, 2015	Student data	Meeting agendas; planning documents
Common Learning Framework Strategies with a focus on Formative/Summative Assessments	Formative assessment results	Administrators, Teachers	Local	August 2014- May 2015	Instructional materials, intervention resources	Student formative and summative assessment results in Aware
Schedule curriculum planning days for developing instructional strategies.	Formative assessment results	Administrators, Teachers	Local	September 2014 – April 2015	Curriculum documents, instructional materials, intervention resources	Student formative and summative assessment results in Aware

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Provide a practical writing tutorial for students in grade 9 for writing remediation.	Formative assessment results and STAAR data	Principal, Dean of Instruction, Teachers	Local	September 2014 – April 2015	Curriculum documents, instructional materials, intervention resources	Student formative and summative assessment results in Aware
Provide additional instructional support through content specific Wildcat Writing Camp pull out program each semester. Target groups include ELL, Eco Dis, AA.	Formative assessment results and STAAR data	Principal, Dean of Instruction, Teachers	Targeted Assistance, State compensatory funds	October/November 2014 and March/April 2015.	Curriculum documents, instructional materials, intervention resources	Student formative and summative assessment results in Aware
Ensure that 95% of ELL Students participate in the ELA EOC.	Acct Report	Administrators, Testing Coordinator	Local	December 2014/April 2015	Testing Reports	Testing Reports
Provide additional instructional support through embedded content specific review lessons in March and April 2015.	Formative Assessment Results	Principal, Dean of Instruction, Teachers	Local	September 2014 – May 2015	Curriculum documents, instructional materials, intervention resources	Student formative and summative assessment results in Aware

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.3: Provide each student receiving support through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies designed to improve academic achievement.					PRINCIPAL: Jamey Majewski	
NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement identified instructional approaches, including vocabulary and language development, guided interaction, metacognition and authentic assessment, explicit instruction, meaning based content and universal themes and the use of modeling, graphic organizers and visuals that will be used to address the needs of students identified as ELL.	Student assessment data	Director for ELL; Bilingual Coordinator	Local, Title III	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Provide ELL training for all teachers.	Formative Assessment Results	Administrators, Teachers	Local	August 2014- May 2015	Curriculum documents, instructional materials	Student formative and summative assessments
Implement identified approaches including making the curriculum relevant to the students' needs, using student strengths to promote high self-esteem, communicate high expectations for performance, encourage and facilitate extra-curricular involvement and school activities will be used to address the needs of students identified as At-Risk. Vocabulary and language development, guided interaction, metacognition and authentic assessment, explicit instruction, meaning based content and universal themes and the use of modeling, graphic organizers and visuals and equal access to technology will be used to address the instructional needs of at-risk students.	Student assessment data	At-Risk Coordinator	Local, State Compensatory	August 2014/June 2015; Student data review will occur every 9 weeks	Research-based Professional Learning	Student assessment results

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Implement identified instructional approaches, including mnemonic strategies, spatial organizers, computer assisted instruction, peer mediation, study aids, small group instruction, and the use of modeling, graphic organizers and visuals that will be used to address the needs of students receiving special education services.	Student assessment data	Director of Special Education; Principal	Local, IDEA Funds	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Provide all staff with training on research based inclusive practices.	Formative assessment results	Administrators, Teachers	Local	August 2014 – May 2015	Curriculum documents, instructional materials	Student formative and summative assessment
Teachers will participate in the professional learning activities aimed at ensuring the general education success of students receiving special education services.	Student performance data	Administrators, teachers, special education case manager	Local	August 2014 – May 2015	Curriculum documents, instructional materials	Student formative and summative assessment
Implement identified instructional approaches that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.	Student assessment data	Section 504 Coordinator	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches 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	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
All schools will implement a minimum of two District endorsed strategies, including: <ol style="list-style-type: none"> 1) Utilization of COMPASS Lab to enhance appropriate and timely credit recovery while optimizing instruction by offering after school participation when appropriate 2) Utilize other district programs such as Clear Stars, Clear Access in order to meet the needs of individual students as appropriate 3) Hold regular meetings with administration and attendance personnel to address persistent attendance issues and identify those students at risk for dropping out to address drop-out prevention. 	Student assessment results	Principal, Counselor	State compensatory funds	Review every nine weeks	Professional Learning	Student completion rates
All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction. (State Compensatory funding).	Student grade reports	Principal	State compensatory funds	Review every nine weeks	Supporting curriculum documents	Student assessment results
Strategies implemented on campus to be paid for out of Compensatory Education and Targeted Assistance Funds include:	Student Assessment	Principal, Dean of Instruction	State Compensatory Funds	October 2014- May 2015	Staffing, funding, instructional materials	Intervention plans, student

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<ol style="list-style-type: none"> 1) Math and ELA Tutors 2) Heart Days (core subjects) for data review by teachers 3) Get-in-Gear after school instructional support, including remediation technology. 4) EOC After school camps and tutorials. 5) Wildcat Writing Camps 	Data, STAAR data					assessment results
CIIC will annually review instructional budget and staffing plan.	CAN Results, areas of greatest student need	Principal	Local	May 2015	Proposed Campus Budget	CIIC Meeting Minutes
CIIC will annually review and report the student achievement results of campus based student intervention programs and determine whether programs should be continued, modified or discontinued.	Student Grade Reports	Principal, Counselor	State compensatory funds	October 2014/January 2015	Intervention Resources	Record of activities

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.1 Consistent district procedures for visitors on campus and student arrival/dismissal.				PRINCIPAL: Jamey Majewski		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
100% of staff will be trained in visitor procedures by January 30, 2015.	Current written procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures	Audit of each campus
100% of staff will be trained in student arrival and dismissal procedures by January 30, 2015.	Campus-based procedures review; development of district procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures; PL materials	Audit of each campus
Complete a minimum of 9 fire drills and 2 lock-down drills.	Previous year record of drills	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	Tracking system	Drill records
Provide orientation for all staff and students for protect mode and bad weather response.	Debrief of responses	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	PL materials	Orientation records

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.2: Provide opportunities for all students in character development programs and activities.					PRINCIPAL: Jamey Majewski	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the Safe School Ambassadors' program at all secondary campuses, measuring the outcome and monitoring levels of student participation.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Secondary Education	Local, Title IV	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of SSA activities
Implement coordinated school health programs at each campus. [All campuses]	Student fitness assessment data	Principal, Health Coordinator	Local	August 25, 2014- June 4, 2015	Instructional materials	Fitness Gram results
Provide all students the opportunity to develop character, leadership skills, and pride in their school through Keep Creek Clean Project.	Previous service learning activities	Principal	Local	September 2015	Time to complete activity	Results of Project
Create specific advisory lessons that address character building, responsibility, and community involvement.	Student behavioral notes and records	Principals, Teachers	Local	August 2014 – May 2015	Professional development, meeting time	Review of student data
Develop and implement a plan to ensure digital citizenship during tablet deployment and ongoing in the classroom.	District documents addressing current acceptable use guidelines	Principal, Dean of Instruction, Teachers	Local	September 2014 – May 2015	District documents, instructional materials, PLC campus website	Walk-thrus
Peer Mediation Program	Campus survey	Principal, Counselor, Teachers	Local	August 2014- May 2015	Personnel	Advisory programs

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.3: CCISD behavior framework on the social and emotional well-being of all students and employees.				PRINCIPAL: Jamey Majewski		
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Reduce incidents of student bullying behavior.	2013-2014 Campus Bully Tracking Report	Principal, Teachers	Local	August 25, 2014- June 4, 2015	Bully Tracking System	Monthly review of discipline referrals
The district will form a CCISD behavior framework design team to create a plan for 2015-2016 implementation.	Inventory of all behavior and character programs used at each site	Director of Student Personnel Services	Title I	August 25, 2014- June 4, 2015	Meeting time	Monthly written progress reports
All campuses will implement District endorsed strategies to address suicide prevention.	Counselor referral	Counselor	Local	August 25, 2014- June 4, 2015	Professional Learning; counseling plan	Counseling logs; safe and healthy students
All campuses will implement District endorsed strategies to address conflict resolution.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to address violence prevention.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to focus on building relationships with students.	Campus climate survey results	Principal	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.	Student discipline records	Principal	Local	August 25, 2014- June 4, 2015	Forms, procedures, professional Learning	Student discipline data

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				PRINCIPAL: Jamey Majewski		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Ensure that a minimum of 3 teachers submit videos for the Technology Integration Matrix (TIM).	Number of CCISD videos posted on TIM	Director of Learning Technology; Principal; Teachers	Local; CCEF Grant	August 25, 2014- June 4, 2015	Video recording equipment	Monthly report of TIM status by campus
Each student will meet performance expectations on the Digital Citizenship Assessment.	Previous year violations of RUG	Principal	Local	August 25, 2014- October 20, 2014	DC Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.	Previous year violations of RUG	Principal	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.2: A future-ready culture that fosters college and career exploration and readiness.				SUPERINTENDENT: Dr. Greg Smith		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Each student in grades 8 th – 11 th will create Course Plans in Naviance, improving usage from 97.4% to 98%. (Counselors have previous year data.)	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.	College information	Principal	Local	August 25, 2014 – September 15, 2014	Printing materials	Walk-through
The district and campus will provide information regarding graduation requirements as outlined in House Bill 5.	Parent survey data	Director of Student Personnel Services; Principal, Counselors	Local	August 25, 2014 – June 4, 2015	High school planning resources	Web-site
District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.	Review of curriculum	Executive Director of Curriculum and Instruction	Local	October 3, 2014 – March 2, 2015	Curriculum documents	Ongoing status reports; final report
By May 12, 2015 increase the percentage of AP students taking an AP test to 75%. [High Schools Only; District goal is from 75% to 80%]	Campus AP Data	Director of Advanced Academics, Principal, Dean	Local	August 25, 2014 – June 4, 2015	AP instructional materials	AP report
Schedule regular campus visits by college admission officers and vocational schools.	Previous Activities	Principal, Counselor	Local	August 2014- May 2015	College Information	Completed Activities
Inverted Media Kiosk located in hallway outside of Career Center giving students an opportunity to research colleges and universities.	Previous Activities	Principal, Counselor	Local	August 2014- May 2015	College Information	Track Student Usage
Promote a college culture by having all staff display college information in their classrooms/offices such as posters, banners, pennants, brochures etc.	CIIC focused review of school environment	Principal	Local	September 2014- June 2015	Materials to display college completion	Verify Participation
Continue to offer opportunities to earn industry certifications in the areas of Certified Nurse Aide, OSHA Safety, Pharmacy Technician, Veterinary Medicine Assistant, NCCER Core Construction Technology, Carpentry, Electrical and the Texas State Florists Association.	Previous Activities	Principal, Counselor, CTE Department Chair	Local	August 2014- June 2015	Certification Requirements	Completed Activities

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DISTRICT STRATEGY V: We will broaden and strengthen connections within our communities.						
PERFORMANCE OBJECTIVE V.1: Processes that develop and maintain meaningful relationships within PK-12 communities.				PRINCIPAL: Jamey Majewski		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By September 30, 2014 each campus will identify the PK-12 community of which they are a part.	Current PK-12 Communications	Director of Communications, Principal	Local	August 25, 2014 – September 30, 2014	Attendance zone and community information	All PK-12 communities identified
By December 19, 2014 each principal will tour at least 2 schools within his/her PK-12 community.	NA	Assistant Superintendent, Director of Communications, Principal	Local	August 25, 2014 – December 19, 2014	Scheduled campus visits	Record of campus visited submitted by January 9, 2015
By May 1, 2015 at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.	PK-12 Community Listing	Assistant Superintendent, Director of Communications, Principal	Local	January 6, 2015 – May 1, 2015	Communication modes	Communication logs or materials submitted by June 4, 2015.
Coordinate with PK-12 community to ensure that no major campus events overlap.	Event calendar	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	PK-12 Community calendars	Calendar of events
By October 2014 the campus will exclusively utilize Skylert for mass voice, text and e-mail communications.	Prior system	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	Skylert system	Log of messages sent

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DISTRICT STRATEGY VI: We will ensure mutual understanding and support through effective communication						
PERFORMANCE OBJECTIVE VI.2: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					PRINCIPAL: Jamey Majewski	
NCLB GOAL 1: By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement technology tools such as Remind, Edmodo, flipped classrooms, teacher websites, Blackboard, Google docs and Google classroom to improve communication between teachers, students and parents regarding students' academic progress.	2014 Parent Involvement Survey	Principal, Director of Communications	Local	October 2014- June 2015	District survey; meeting time; plan to improve	Outreach documentation
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 assistance available at the school. (Title I) 	Parent/Teacher Conference Records	Assistant Superintendents; Principal	Local	October 2014- June 2015	Meeting time; meeting space	Conference Logs
All campuses receiving Title I assistance will implement strategies to provide parents individual student assessment results in a language the parent can understand. (Title I School wide requirement)	School correspondence	Principal	Title I	October 2014/June 2015	District survey; meeting time; plan to improve	2014 Parent Involvement Survey

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.1: An instructional coaching model to facilitate the building of teacher capacity.				PRINCIPAL: Jamey Majewski		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.	Teacher reflection	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan;	Teacher goal sheets
Teachers will have ongoing access to coaching for job embedded professional learning to enhance first time instruction. (Targets: 2 days per week at intermediate; 4 days per weeks at elementary and high school)	Individual teacher goals Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014- June 30, 2015	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Instructional coaches will work directly with teachers and teacher teams to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction. (Targets: at least 50% of high school specialists' time on campus is spent working directly with teachers; at least 60% of intermediate coaches' time on campus is spent working directly with teachers; at least 70% of elementary coaches' time on campus is spent working directly with teachers.)	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Instructional Specialists will spend 50% of their time working with teachers utilizing campus developed Learning Walk Thru form and Instructional Conversations form to reflect upon and improve classroom instructional strategies.	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	September 2014 – May 2015	PL Plan, Campus Support meetings	Student data Number of students requiring intervention Discipline data
Dell Coaching Campus Days will be utilized to effectively train specialists, administrators, department chairs and team leads on effective coaching strategies and practices.	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	September 2014 – May 2015	PL Plan, Campus Support meetings	Student data Number of students requiring intervention Discipline data
Instructional coaches will engage in focused professional learning that supports alignment of	Individual coach goals	Instructional coaches, Instructional	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan	PL day agendas;

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<p>district goals and campus needs. (Targets: at least 2 days per month with 50% of that time for curriculum PL and 50% of the time for coaching skill development and integration of skills.)</p>	<p>Campus data Campus needs</p>	<p>Coaching Coordinator; Curriculum Coordinators, Principal</p>			<p>External Coaching resources (e.g. Learning Forward) External Curriculum resources</p>	<p>Coaches' reflections; coaches' goal sheets</p>
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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.2 All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.				PRINCIPAL: Jamey Majewski		
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Analyze highly qualified teacher data between high and low poverty campuses.	Highly Qualified Report	Executive Director of Human Resources	Local, Title I	May 2014	Data reports	Data analysis documents
All schools will engage in targeted, specific activities to include common planning time to strengthen instructional strategies and foster conditions for successful teachers, APLAWS employee recognition program for positive campus contributions, and providing professional learning communities to share best practices and methodologies to enhance a positive school climate for all campus employees.	2014 Climate Survey	Principal	Local	August 25, 2014- June 4, 2015	Meeting time, improvement plan	Survey results, approved plan
Provide LEADS training and PDAS review for implementation of a choice in appraisal systems.	Current appraisal system training	Administrators	Local	August 2014	Meeting time	Professional development activities
Develop a continuous improvement plan that supports the varied professional and technological learning needs of teachers.	Professional development learning records	Principal, Administrators, Dean of Instruction, Teacher Leaders	Local	August 2014 – May 2015	Meeting space	Professional development activities documented in Eduphoria
District Professional Development Activities to be implemented during the coming school year are: <ol style="list-style-type: none"> 1) Provide a mentoring or buddy program for new teachers 2) Offer support to our new teachers through Club Maroon Program 3) New campus teachers to be monitored weekly by Dean of Instruction 4) Provide campus based professional learning focusing on specific standards on technology, instruction, relationships, communication, safe and civil schools and 	District PD Plan, Campus PD Plan	Principal, Dean of Instruction, Administrators, Trailblazers	Local	August 2014- May 2015	Meeting Space	Professional development activities documented in Eduphoria

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special needs during fourth Wednesday of every month on campus and through district professional development days.						
CIIC will annually review and approve a campus professional learning plan that is aligned with the District professional learning plan.	Campus professional learning survey	Principal	Local	September 2014 – May 2015	Meeting time, improvement plan	Survey results, approved plan
CIIC will annually review Campus Survey and develop strategies to address campus climate.	Climate Survey	Principal	Local	September 2014 – May 2015	Meeting time, improvement plan	Survey results, approved plan

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.3 Each instructional employee will complete a minimum of 30 hours of professional learning annually.					PRINCIPAL: Jamey Majewski	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the CCISD Professional Learning Plan.	Professional Learning survey results	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	CCISD Professional Learning Plan, System	Agendas, work products
Implement the Latitude to Learn Professional Learning Plan.	PL records	Principal, Executive Director of Professional Learning	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products
By June 4 2015 increase the number of professional learning hours earned by campus instructional staff by at least 10%.	PL records	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	PL Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.	Lesson Plans	Executive Director of PL, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products

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The following data were used as part of the comprehensive needs assessment process:

Improvement Planning Data

Current and/or prior year(s) campus and/or district improvement plans
Campus and/or district planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress
Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Critical Success Factor(s) data
Accountability Distinction Designations
AEIS longitudinal data
NCLB Report Card data
PBMAS data
Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
STAAR End-of-Course current and longitudinal results, including all versions
Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
STAAR ELL Progress Measure data
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
Advanced Placement (AP) assessment data
SAT and/or ACT assessment data
PSAT and/or PLAN assessment data
Student Success Initiative (SSI), Grades 5 and 8, data
SSI: Station Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
SSI: Think Through Math assessment data (Grades 3-8)
Local benchmark or common assessments data
Student failure and/or retention rates

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Student Data: Student Groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender
Economically disadvantaged/Non-economically disadvantaged performance and participation data
Male/female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender
Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Annual dropout rate data
Attendance data
Discipline records
Violence and/or violence prevention records
Student surveys and/or other feedback
Class size averages by grade and subject

Parent/Community Data

Parent surveys and/or other feedback
Parent involvement rate

Support Systems and Other Data

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

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CCHS Campus Data

The table below shows the **student population** of CCISD in 2011-12 compared to 2006-07:

Demographic	2011-12	2006-07
African American	8.0%	8.9%
Hispanic	25.0%	18.2%
White	60.6%	67.3%
American Indian	0.1%	0.7%
Asian	3.3%	5.0%
Pacific Islander	0.0%	
Two or More Races	2.9%	N/A
Economically Disadv.	23.3%	11.9%
Limited English Prof.	2.3%	1.9%

The table below shows the **teacher population** of CCISD in 2011-12 compared to 2006-07:

Demographic	2011-12	2006-07
African American	8.7%	7.5%
Hispanic	7.2%	5.9%
White	82.1%	86.1%
American Indian	0.0%	0.0%
Asian	0.7%	0.4%
Pacific Islander	0.0%	
Two or More Races	1.3%	N/A
Male	37.3%	35.0%
Female	62.7%	65.0%

The above data is provided as information only.

Comments from sub-committee members:

- There are clear differences between the student population and the teacher population. This same trend is seen nationally.
- In an ideal world these differences should not matter.
- There is research to indicate that students benefit from role models.
- Our staff could likely benefit from professional learning in cultural sensitivity.

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• **High School 2013 STAAR EOC Student Results*: State Average Compared to CCHS Average**

Grade Level	Subject	Course	State % Satisfactory	Region 4 % Satisfactory	CCISD % Satisfactory	CCHS % Satisfactory
EOC	ELA 1	ELA	62%	70%	84%	76%
EOC	ELA 2	ELA	66%	55%	72%	82%
EOC	Mathematics	A1	78%	79%	91%	88%
EOC	Science	BI	84%	85%	95%	96%
EOC	Social Studies	WH	75%	77%%	89%	99%

* Based on Phase 1 Standards and Initial Results Only

When you compare these data sets, what issues do you see? What actions might you recommend as a result of these issues?

Issues	Proposed Actions
<ul style="list-style-type: none"> • Writing performance is a concern • Passing standards for Algebra I and Biology are so low that it has created a false sense of security • Process skills TEKS are where students struggle 	<ul style="list-style-type: none"> • In support teachers we need to look at data from the 'Student Expectation' level to determine strengths and weaknesses • Ensure there is alignment between taught and tested curricula is content and context • Look at how reading and writing across the curriculum grades are currently being administered and consider strengthening expectations • Strengthen curriculum in ELA 1 with common planning, goals and teaching strategies

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	Spring 2014 STAAR EOC, Algebra I				
	Total Students	Percent Score	Met / Satisfactory	Commended / Advanced	Date Taken
Clear Creek High	503	64.03%	91.65%	29.22%	05/01/14
Economic Disadvantage	93	53.70%	81.72%	9.68%	05/01/14
American Indian/Alaskan Native	1	67%	100%	0%	05/01/14
Asian	28	82%	100%	71.43%	05/01/14
Black/African American	51	57.37%	90.2%	17.65%	05/01/14
Hispanic	123	56.52%	82.93%	15.45%	05/01/14
Two or More Races	12	63.25%	91.67%	16.67%	05/01/14
White	288	66.69%	94.79%	33.68%	05/01/14
Female	252	63.33%	92.86%	27.78%	05/01/14
Male	251	64.73%	90.44%	30.68%	05/01/14
LEP	6	31.83%	16.67%	0%	05/01/14
Second Year of Monitoring	2	49%	100%	0%	05/01/14

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	Spring 2014 STAAR EOC, Biology				
	Total Students	Percent Score	Met / Satisfactory	Commended / Advanced	Date Taken
Clear Creek High	513	69.63%	96.69%	29.63%	05/01/14
Economic Disadvantage	103	60.68%	93.2%	13.59%	05/01/14
American Indian/Alaskan Native	3	79.67%	100%	33.33%	05/01/14
Asian	24	80.21%	100%	45.83%	05/01/14
Black/African American	62	64.71%	95.16%	19.35%	05/01/14
Hispanic	126	63.30%	93.65%	18.25%	05/01/14
Two or More Races	12	68.08%	100%	16.67%	05/01/14
White	286	72.56%	97.9%	36.01%	05/01/14
Female	260	69.35%	97.69%	27.31%	05/01/14
Male	253	69.92%	95.65%	32.02%	05/01/14
LEP	5	47.20%	60%	0%	05/01/14
Second Year of Monitoring	3	58%	100%	0%	05/01/14
Special Ed Indicator	21	50.62%	85.71%	9.52%	05/01/14

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	Spring 2014 STAAR EOC, English I				
	Total Students	Percent Score	Met / Satisfactory	Commended / Advanced	Date Taken
Clear Creek High	580	64.49%	78.28%	12.59%	05/01/14
Economic Disadvantage	134	57.08%	62.69%	10.45%	05/01/14
American Indian/Alaskan Native	3	81.67%	100%	33.33%	05/01/14
Asian	22	74.95%	86.36%	27.27%	05/01/14
Black/African American	75	61.68%	72%	9.33%	05/01/14
Hispanic	160	57.74%	66.88%	6.88%	05/01/14
Two or More Races	14	67.14%	92.86%	0%	05/01/14
White	306	67.66%	84.31%	15.69%	05/01/14
Female	279	68.34%	85.66%	18.28%	05/01/14
Male	301	60.92%	71.43%	7.31%	05/01/14
First Year of Monitoring	1	62%	100%	0%	05/01/14
LEP	25	29.52%	8%	0%	05/01/14
Second Year of Monitoring	4	55.25%	50%	0%	05/01/14
Special Ed Indicator	23	53.43%	52.17%	4.35%	05/01/14

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	Spring 2014 STAAR EOC, English II				
	Total Students	Percent Score	Met / Satisfactory	Commended / Advanced	Date Taken
Clear Creek High	541	67.92%	83.55%	10.54%	05/01/14
Economic Disadvantage	101	60.55%	71.29%	1.98%	05/01/14
American Indian/Alaskan Native	1	79%	100%	0%	05/01/14
Asian	15	77.93%	100%	40%	05/01/14
Black/African American	59	61.64%	66.1%	3.39%	05/01/14
Hispanic	148	62.71%	74.32%	8.11%	05/01/14
Native Hawaiian/Pacific Islander	4	74.50%	75%	25%	05/01/14
Two or More Races	13	70.69%	92.31%	7.69%	05/01/14
White	301	70.97%	90.37%	11.63%	05/01/14
Female	253	71.50%	89.72%	15.81%	05/01/14
Male	288	64.77%	78.12%	5.9%	05/01/14
First Year of Monitoring	2	61%	100%	0%	05/01/14
LEP	19	35.63%	10.53%	0%	05/01/14
Second Year of Monitoring	1	40%	0%	0%	05/01/14
Special Ed Indicator	11	59.82%	72.73%	0%	05/01/14

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	Spring 2014 STAAR EOC, US History				
	Total Students	Percent Score	Met / Satisfactory	Commended / Advanced	Date Taken
Clear Creek High	454	73.31%	99.12%	34.14%	05/01/14
Economic Disadvantage	63	70.29%	100%	28.57%	05/01/14
Asian	15	72.47%	100%	33.33%	05/01/14
Black/African American	53	69.19%	100%	26.42%	05/01/14
Hispanic	102	70.31%	97.06%	28.43%	05/01/14
Two or More Races	15	70.67%	100%	26.67%	05/01/14
White	269	75.45%	99.63%	38.29%	05/01/14
Female	243	71.01%	98.77%	28.4%	05/01/14
Male	211	75.96%	99.53%	40.76%	05/01/14
LEP	5	55.40%	80%	20%	05/01/14
Special Ed Indicator	18	61.44%	94.44%	5.56%	05/01/14

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CCHS serves 30 students in the **Bilingual/ESL** program, 1499 students in the **Career and Technical Education** program, 125 students in the **Gifted and Talented** program, and 221 students in the **Special Education** program. The exhibit below illustrates the percent enrollment in these programs in 2011-13 compared to 2006-07.

CCISD Special Program Enrollment

Program	State 2012-13	CCISD 2012-13	CCHS 2011-12	CCHS 2006-07
Bilingual/ESL	16.6%	8.5%	1.4%	1.8%
Career Technical Education	22.0%	28.6%	71.3%	78.0%
Gifted/Talented	7.7%	8.4%	5.9%	7.0%
Special Education	8.5%	9.4%	10.5%	8.7%

When you compare these data sets, what trends do you see? What actions might you recommend as a result of these trends?

<i>Trends</i>	<i>Proposed Actions</i>
<ul style="list-style-type: none"> • Continue to see growth in our students who are English Language Learners • Our students receiving special education services are above the percentage of the state and district 	<ul style="list-style-type: none"> • Provide professional learning support for teachers to meet the needs of students • Continue to emphasize the importance of students needing access to the general education curriculum

Sources: 2006 AEIS, 2012 AEIS and 2013 TAPR

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The **student 4-year graduation rate** (graduates, not including continuers or GED completers) for the Class of 2012 was 100.0%, compared to the state with 87.7%.

In CCHS, 32.6% of students completed an **Advanced Course** in 2010-11 compared to 22.8% in 2006-07; of the students completing an advanced course, the student demographics are as follows:

In CCHS, 69% of students in the Class of 2012 demonstrated **College Readiness in both English Language Arts and Mathematics** compared to 53% of students in the class of 2006. The corresponding student demographics are as follows:



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<i>Issues/Trends</i>	<i>Proposed Actions</i>
<ul style="list-style-type: none"> • Reporting of student groups have changed • New standards for college readiness will be implemented next year through the Texas Success Initiative Assessment 	<ul style="list-style-type: none"> • We must provide ongoing support for students not meeting college readiness standards

CCHS Planning Sub-Committee Team Members:

Jamey Majewski	Jamie Brownson
David Drake	Lisa Waligora
Ellen Akers	Elizabeth Updegraff
Rubert Jaso	Russ Wilkins

The CCHS State Compensatory Program (SCE) consists of funding for direct instruction aimed at closing the achievement gap on state assessments to include instructional tutors, Get in Gear after school tutoring and STAAR writing camps.

- Library Services funding is utilized in CCISD to integrate technology and/or library services across the curriculum.
- Title III funding is utilized in CCHS to provide students identified as second language learners with materials and resources to develop language proficiency skills.
- Title IV funding is utilized in CCHS to implement preventative activities and programs to reduce the use of drugs and to prevent violence.

Federal special education funding is utilized in CCISD to provide students identified with special needs diagnostic mathematics and reading assessments along with computer aided lessons focusing on areas of need, assistive technology for communication/instructional purposes, and access to the general education curriculum through either staff Learning and or distance learning equipment.

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Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Objectives

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state's students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the Learning of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning objectives.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and assumes his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Clear Lake High School Mission Statement

It is the mission of Clear Lake High School to provide our students with the opportunity to learn to think logically, independently, creatively, and to communicate effectively. We believe that all students can learn, and we must use all resources at our disposal to insure that all students will be contributing members of our society.

CLEAR LAKE HIGH SCHOOL INSTRUCTIONAL IMPROVEMENT STRATEGIES AND PERFORMANCE OBJECTIVES

Strategy I: We will inspire learning through an array of personalized opportunities and experiences.

Performance Objective I.1: Develop curriculum and flexible scheduling that supports student choice and personalized learning.

Strategy II: Support to meet the needs and aspirations of each student.

Performance Objective II.1: Develop a systematic approach for instructional and behavioral supports for each student.

Performance Objective II.2: Provide support so that each student will meet or exceed performance expectations on all STAAR tested areas.

Performance Objective II.3: Provide 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.

Strategy III: We will ensure safe and nurturing learning environments.

Performance Objective III.1 Implement consistent district procedures for visitors on campus and student arrival/dismissal.

Performance Objective III.2: Implement character development programs and opportunities for each student.

Performance Objective III.3: Develop a CCISD behavior framework to support the social and emotional well-being of all students and employees.

Strategy IV: We will ensure each student understands and assumes his or her role as a productive citizen.

Performance Objective IV.1: Teach responsible and effective use of technology while learning at school, home, and in the community.

Performance Objective IV.2: Provide a future-ready culture that fosters college and career exploration and readiness.

Strategy V: We will broaden and strengthen connections within our communities.

Performance Objective V.1: Develop and maintain meaningful relationships within PK-12 communities.

Strategy VI: We will ensure mutual understanding and support through effective communication.

Performance Objective VI.1: Develop and maintain mutual understanding and support through effective communication.

Strategy VII: We will build capacity for organizational change.

Performance Objective VII.1: Implement an instructional coaching model to facilitate the building of teacher capacity.

Performance Objective VII.2: Ensure that all teaching and paraprofessional staff members will meet “Highly Qualified” requirements.

Performance Objective VII.3: Provide each instructional employee with a minimum of 30 hours of professional learning annually.

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DISTRICT STRATEGY I: We will inspire learning through an array of personalized opportunities and experiences.						
PERFORMANCE OBJECTIVE I.1: Curriculum and flexible scheduling that support student choice and personalized learning.				PRINCIPAL: Dr. Karen Engle		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
By April 17, 2015 all instructional staff will complete a minimum of eight hours of professional learning, in a variety of formats, on personalized learning for students.	Number of available options	Principal	Local	August 25- April 2015	Technology to track	Campus documentation of opportunities
By December 14, 2014 increase general education placements for students receiving special education, as individually appropriate.	2013-2014 student placements	Principal, Teachers	Local, IDEA	August 25- December 2014	Teachers to support inclusion	Summative data showing increase; increased student performance on summative assessments
Provide professional learning to teachers to incorporate personalized learning in a variety of ways	Teacher Survey Walk-throughs	Lead Trailblazers Administration Dean of Instruction	Local	Aug 25 –June 5	Administrators Teachers	Peer Observations Administrative Walk-throughs
Hand scheduling students to optimize personalized learning needs	2013-14 Student Placement	Dean of Instruction Specialists	Local	June 15-July 15	Counselors	Instructional Departments
Increase personalized learning opportunities by increasing enrollment in independent student/research classes	Meet prerequisites	Associate Principal Counselors	Local	August	Administrators Counselors	Increased enrollment
Advised course selections and individual graduation plan to include course endorsements	Increased enrollment	Counselors	Local	August-June	Counselors	Completion Rates
Expand personalized learning opportunities through distribution and integration of instructional technology	Deployment	Learning Technology Coach Computer Techs	Local	August-June	Computers	Percent of students with technology

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Promote Clear Stars and Clear Access course opportunities	Completion rates	Dean of Instruction Counselors Administration	Local	All year	Counselors Dean of Instruction	Student populations attending
Support campus-wide after school tutorials	Student Performance	Instructional Team	Local Title IV	December-April	Materials Books Snacks	Sign-In Sheets Pay sheets
Encourage students to participate in the wide-variety of campus clubs and organizations	Club Enrollment	Associate Principal Teacher Sponsors	Local	October-June	Club Sponsors	Club Enrollment
Explore a wide range of electives and learning opportunities	Course Selection	Associate Principal Counselors Dean of Instruction	Local	February-April	Class Resources Counselors Teachers	Elective Enrollment
Provide an active and engaging academic library	Library Sign-In Sheets	Head Librarian	Local District	August-June	Library Materials	Library Sign in Logs
Teachers in Training	At Risk Enrollment	Dean of Instruction Associate Principal Specialists	Comp Ed Title IV	October-April	Assignment Calendars TA Training	TA Pay sheets

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.1: A systematic approach for instructional and behavioral supports for each student.					PRINCIPAL: Dr. Karen Engle	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By December 14, 2014 compile a listing of all academic and behavior support options available for students.	N/A	Principal Dean of Instruction	Local	August 25, 2014 – December 14, 2014	Template provided by the Department of Assessment and Evaluation	Listing submitted to assistant superintendent by December 12, 2014
By May 12, 2015 the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.	Campus developed listing	Principal Dean of Instruction	Local	January 6, 2015 – May 12, 2015	Data analyst time to review/rank	Ranked listing submitted to assistant superintendent by May 12, 2015

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					PRINCIPAL: Dr. Karen Engle	
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Improve student passing on STAAR as follows: <ul style="list-style-type: none"> • ELA I EOC from 79% to 90% • ELA II EOC from 84% to 95% • Algebra I EOC from 92% to 100% • Biology EOC from 96% to 100% • US History EOC from 100% to 100% 	Individual student data reports identifying strengths and weaknesses	Principal Dean of Instruction Teachers Learning Coaches Leads	Local, State compensator	August 25, 2014- June 3, 2015	AWARE data, designated, planned time for data review, time for intervention, communication methods for students and parents	Ongoing progress reports for each student
Improve student attendance rate from 94.9% to 95.9%.	Previous year student attendance rate	Principal Assistant Principals Attendance Liaison Attendance Clerks Counselors Teachers	Local, State compensatory	August 25, 2014- June 3, 2015	Weekly student attendance reports	Nine-weeks review
CLHS will implement district endorsed, scientifically based instructional methods to be used for student groups to show success/improvement in all core content area: <ol style="list-style-type: none"> 1) CLF Strategies 2) Technology Integration 3) Co-teach Model 	Formative, summative assessments results	Principal Dean of Instruction	Local, State compensatory	August 25, 2014- April 23, 2015	Professional Learning sessions	Student performance, professional Learning attendance records
Complete a thorough data analysis of the performance of students receiving special education services and make instructional modifications as a result of this analysis.	Student assessment results	Dean of Instruction SPED Team Lead Learning Coaches Leads	Local	August 25, 2014- April 23, 2015	Student data	Meeting agendas; planning documents
Aggressively pursue non-completers to find alternative plans for completion	Reduce Current Dropout Rates	Administrators	Campus	August 2014-May 2015	Administrators	Drop-out Rate

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Aggressively monitor student attendance and grade reports through TEAMS, Laser Focus and Aware Data	Reduce Current Dropout Rates	Administrators	Campus	August 2014-May 2015	Administrators	Drop-out Rates
Continue to provide four year planning to all students	Reduce Current Dropout Rates	Counselors	Campus	August 2014-May 2015	Counselors	Drop-out Rates
Schedule courses for at-risk students in core areas taught by Master teachers and teacher assistants	Reduce Current Dropout Rates	Associate Principal Dean of Instruction	Campus	August 2014-May 2015	Associate Principal Dean of Instruction Teacher Assistants	Master Schedule State Assessment Results
Utilize ELPS strategies to remediate regular and ELL struggling readers	Reduce Current Dropout Rates	Administration ELA Teachers	Campus	August 2014-May 2015	ELPS Guidelines ELL Training	Student state assessment results
Utilize "Kid Talk" data from intermediate schools to place and monitor the most at-risk 9 th graders	Reduce Current Dropout Rates	Dean of Instruction Administration	Campus	August 2014-May 2015	At-Risk Classes	Drop-out Rates
CIIC will annually review the student achievement results of the at-risk class program to determine whether programs should be continued, modified or discontinued	Student Assessment Results	Dean of Instruction Teams Leaders Teaching Coaches Team Leads	Campus	October 2014- June 2015	CIIC Committee Assessment Results	Student state assessment results
Utilize content collaboration to reinforce rigor in at-risk classes	Student Assessment Results	Dean of Instruction Team Leaders Teaching Coaches Leads Teachers	Campus	August 2014- June 2015	Teachers At-Risk Data	Student state assessment results

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.3: Provide each student receiving support through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies designed to improve academic achievement.					PRINCIPAL: Dr. Karen Engle	
NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement identified instructional approaches, including Push-In Aides and double-block content classes that will be used to address the needs of students identified as ELL.	Student assessment data	Principal Assistant Principal ESL Teachers Dean of Instruction	Local, Title III	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Place ESL Students with trained teaching assistants and master teachers to address the needs of students identified as At-Risk.	Student assessment data	Dean of Instruction Learning Coaches	Local, State Compensatory	August 2014/June 2015; Student data review will occur every 9 weeks	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches, including Co-Teach Model and inclusion classes that will be used to address the needs of students receiving special education services.	Student assessment data	Principal Special Education Team Lead	Local, IDEA Funds	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Dyslexia Coordinator will conduct 504 Meetings and closely monitor each dyslexic student's progress	Student assessment data	Assistant Principals	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students identified as Gifted and Talented.	Student assessment data	Dean of Instruction	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
CLHS will implement monthly attendance meetings and monthly completion meetings to address drop-out prevention.	Student assessment results	Associate Principal Attendance Liaison	State compensatory funds	Review every nine weeks	Professional Learning	Student completion rates
CLHS will utilize "Kid Talk" and GPC meetings for comprehensive, intense, accelerated instruction	Student grade reports	Dean of Instruction Learning Coaches	State compensatory funds	Review every nine weeks	Supporting curriculum documents	Student assessment results

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.1 Consistent district procedures for visitors on campus and student arrival/dismissal.				PRINCIPAL: Dr. Karen Engle		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
100% of staff will be trained in visitor procedures by January 30, 2015.	Current written procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures	Audit of each campus
100% of staff will be trained in student arrival and dismissal procedures by August 2014	Campus-based procedures review; development of district procedures	Coordinator of Safe Schools, Principal, Associate Principal	Local	August 2014	Written procedures; PL materials	Audit of each campus
Complete a minimum of 8 fire drills, 2 lock-down drills, 2 tornado drills	Previous year record of drills	Coordinator of Safe Schools, Principal, Associate Principal	Local	August 25, 2014- June 4, 2015	Tracking system	Drill records
Provide orientation for all staff and students for protect mode and bad weather response.	Debrief of responses	Coordinator of Safe Schools, Principal, Associate Principal	Local	August 25, 2014- June 4, 2015	PL materials	Orientation records
Dedicated student services counselor	Students in need of services	Student Support Counselor	Local	August-June	Written Procedures Counselors Parent Permission	Enrollment of Program
Officers on site (SLO)	Tickets written by officers	Chief of SLO Police (district)	District	August-July	Ticket records and written affidavits	Decreased campus tickets and affidavits

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.2: Provide opportunities for all students in character development programs and activities.					PRINCIPAL: Dr. Karen Engle	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the Safe School Ambassadors' program at all secondary campuses, measuring the outcome and monitoring levels of student participation.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Principal Teachers	Local, Title IV	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of SSA activities
Implement coordinated school health programs at each campus.	Student fitness assessment data	Principal, Health Coordinator	Local	August 25, 2014- June 4, 2015	Instructional materials	Fitness Gram results
Create a Wellness Committee	Student/Teacher Volunteer Program	Wellness Committee	Local	August 25, 2014- June 4, 2015	Instructional materials	Staff Involvement
Teachers will award Falcon Feather awards to recognize REBUILD character in students.	Campus Administration Teachers	Campus Administration Teachers	Local	October 25, 2014-June 4, 2015	Falcon Feathers	Logs of Award lists

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.3: CCISD behavior framework on the social and emotional well-being of all students and employees.					PRINCIPAL: Dr. Karen Engle	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Reduce incidents of student bullying behavior.	2013-2014 Campus Bully Tracking Report	Principal Teachers	Local	August 25, 2014- June 4, 2015	Bully Tracking System	Monthly review of discipline referrals
Suicide prevention advisory lesson	Counselor referral	Counselor	Local	August 25, 2014- June 4, 2015	Professional Learning; counseling plan	Counseling logs; safe and healthy students
Social Media Policies	Discipline data	Counselor Teachers	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to address violence prevention.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Men of Honor Program	Campus climate survey results	Principal Assistant Principals	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Track, investigate and resolve allegations of bullying and cyber-bullying.	Student discipline records	Principal	Local	August 25, 2014- June 4, 2015	Forms, procedures, professional Learning	Student discipline data

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				PRINCIPAL: Dr. Karen Engle		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Ensure that a minimum of 3 teachers submit videos for the Technology Integration Matrix (TIM).	Number of CCISD videos posted on TIM	Director of Learning Technology; Principal; Teachers	Local; CCEF Grant	August 25, 2014- June 4, 2015	Video recording equipment	Monthly report of TIM status by campus
Each student will meet performance expectations on the Digital Citizenship Assessment.	Previous year violations of RUG	Principal	Local	August 25, 2014- October 20, 2014	DC Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.	Previous year violations of RUG	Principal	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations
Provide Digital Citizenship lessons during advisories	Previous year violations	TIC Advisory Teacher Assistant Principals	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.2: A future-ready culture that fosters college and career exploration and readiness.					Principal: Dr. Karen Engle	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING / EVALUATION
100% of all students in grades 9 th – 11 th will create Course Plans in Naviance.	Prior year usage data	Principal Counselors	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.	College information	Principal	Local	August 25, 2014 – September 15, 2014	Printing materials	Walk-through
The campus will provide information regarding graduation requirements as outlined in House Bill 5.	Parent survey data	Dean of Instruction Principal Counselors	Local	August 25, 2014 – June 4, 2015	High school planning resources	Web-site
District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.	Review of curriculum	Dean of Instruction Specialists	Local	October 3, 2014 – March 2, 2015	Curriculum documents	Ongoing status reports; final report
By May 12, 2015 increase the percentage of AP students taking an AP test from 82% to 90% with district goal from 75% to 80%	Campus AP Data	Principal Dean of Instruction	Local	August 25, 2014 – May 2015	AP instructional materials	AP report
Provide Saturday classes for PSAT /SAT/ ACT test prep by highly trained teachers	Campus SAT/PSAT/ACT Data	Dean of Instruction Trained Teachers	Local	August 25, 2014 – June 4, 2015	College readiness instructional materials Campus facilities	Enrollment of Saturday Classes
Increase number of National Merit and Commended on PSAT	College Board Data	Dean of Instruction	NMSP funds	August 25, 2014 – June 4, 2015	College readiness instructional materials	Enrollment in National merit classes and College Board scores

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DISTRICT STRATEGY V: We will broaden and strengthen connections within our communities.						
PERFORMANCE OBJECTIVE V.1: Processes that develop and maintain meaningful relationships within PK-12 communities.				PRINCIPAL: Dr. Karen Engle		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By September 30, 2014 each campus will identify the PK-12 community of which they are a part.	Current PK-12 Communications	Principal Administration	Local	August 25, 2014 – September 30, 2014	Attendance zone and community information	All PK-12 communities identified
By December 19, 2014 each principal will tour at least 2 schools within his/her PK-12 community.	N/A	Principal Administration	Local	August 25, 2014 – December 19, 2014	Scheduled campus visits	Record of campus visited submitted by January 9, 2015
By May 1, 2015 at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.	PK-12 Community Listing	Principal Administration	Local	January 6, 2015 – May 1, 2015	Communication modes	Communication logs or materials submitted by June 4, 2015.
Coordinate with PK-12 community to ensure that no major campus events overlap.	Event calendar	Principal Administration	Local	August 25, 2014 – October 20, 2014	PK-12 Community calendars	Calendar of events
By October 2014 the campus will exclusively utilize Skylert for mass voice, text and e-mail communications.	Prior system	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	Skylert system	Log of messages sent
Grade Level specific parent meeting	Event of Calendar	Administration Counselors	Local	August-June	Scheduled Campus Dates	Calendar of Events
Gold passes for senior citizens	Sport Events Calendar	Principal	Local	August-June	Scheduled Events	Calendar of Events
Open House for all parents	Calendar of Events	Principal	Local	September	Scheduled Events	Calendar of Events
Annual Meeting with administrators of schools within the PK-12 Community to brainstorm ideas of collaboration	Calendar of Events	Principal	Local	September- June	Scheduled Events	Calendar of Events

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Keep open communication through One note to collaborate in PK-12 Community	Calendar of Events	Principal	Local	September – June 2015	Scheduled events in One Note	One Note Journey Log
PTSA Organization	Events Calendar	Principal	Local	August-June	Meeting Room Schedule of Events	Calendar of Events

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DISTRICT STRATEGY VI: We will ensure mutual understanding and support through effective communication						
PERFORMANCE OBJECTIVE VI.2: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					PRINCIPAL: Dr. Karen Engle	
NCLB GOAL 1: By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
E4 or teacher websites will improve communication between teachers, students and parents regarding students' academic progress.	Improve School Communication	Principal, Director of Communications	Local	October 2014- June 2015	District survey; meeting time; plan to improve	Outreach documentation
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 	Parent/Teacher Conference Records	Principal Dean of Instruction	Local	October 2014- June 2015	Meeting time; meeting space	Conference Logs
Weekly CLHS Newsletter via email using Tackk	Improve School Communication	Principal	Campus District	August 2014- June 2015	Principal District Survey	2015 Parent Involvement Survey
Weekly CLHS Call-Out using Skylert phone system	Improve School Communication	Principal	District	August 2014- June 2015	Principal District Survey	2015 Parent Involvement Survey
Continue monthly principal meeting with PSTA	Improve School Communication	Principal	Campus	August 2014- 2015	Principal	2015 Parent Involvement Survey

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.1: An instructional coaching model to facilitate the building of teacher capacity.				PRINCIPAL: Dr. Karen Engle		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING / EVALUATION
Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.	Teacher reflection	Teachers, Instructional Coaches, Principal	Local, Title II	August 2014 – June 2015	PL Plan;	Teacher goal sheets
Teachers will have ongoing access to coaching for job embedded professional learning to enhance first time instruction.	Individual teacher goals Campus data Campus needs	Teachers, Instructional Coaches, Principal	Local, Title II	August 1, 2014- June 2015	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Instructional coaches will work directly with teachers and teacher teams to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction. Target: at least 50% of high Instructional Coaches time on campus is spent working directly with teachers	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, Instructional Coaches, Principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Instructional coaches will engage in focused professional learning that supports alignment of district goals and campus needs. Target: at least 2 days per month with 50% of that time for curriculum PL and 50% of the time for coaching skill development and integration of skills.	Individual coach goals Campus data Campus needs	Instructional Coaches, Instructional Coaching Coordinator; Curriculum Coordinators, Principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan External Coaching resources (e.g. Learning Forward) External Curriculum resources	PL day agendas; Coaches' reflections; coaches' goal sheets

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.2 All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.					PRINCIPAL: Dr. Karen Engle	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
All schools will engage in targeted, specific activities to enhance positive school climate for all campus employees: 1) Faculty/student basketball game 2) Chili Cook-Off 3) Holiday Luncheons 4) Hardhat Appreciation	2015 Climate Survey	Principal	Local	August 25, 2014- June 4, 2015	Meeting time, improvement plan	Survey results, approved plan
Develop an interview practice that will ensure the employment of an excellent teaching staff	Winocular	Administration Department Heads	Local	July 2014-June 2015	Technology	Teacher longevity and AEIS Data
Provide ongoing jobsite training for future CCISD teachers through Teaching Assistant Push-In Program	Student Performance on Standardized Tests	Dean of Instruction Instructional Coaches	Title IV Comp Ed	October 2014- April 2015	Training	Improvement in Scores
Provide ongoing jobsite training for future CCISD administrators through Administration training program	Enrollment in Master of Education Mid Management Program	Associate Principal	Local	October 2014 – June 2015	Training	Job Selection

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.3 Each instructional employee will complete a minimum of 30 hours of professional learning annually.					PRINCIPAL: Dr. Karen Engle	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the CCISD Professional Learning Plan.	Professional Learning survey results	Executive Director of Professional Learning, Principal	Local, Title II	August 25, 2014- June 4, 2015	CCISD Professional Learning Plan, System	Agendas, work products
Implement the Latitude to Learn Professional Learning Plan.	PL records	Principal, Executive Director of Professional Learning	Local, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products
By June 4, 2015 increase the number of professional learning hours earned by campus instructional staff by at least 10%.	PL records	Executive Director of Professional Learning, Principal	Local, Title II	August 25, 2014- June 4, 2015	Professional learning materials	PL Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.	Lesson Plans	Executive Director of PL, Principal	Local, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products
We will implement 3-tier instructional coaching model to build capacity	Department Head Observations	Department Heads Dean of Instruction Instructional Coaches	Local	October 2014- May 2015	Substitute	Observation Forms
Advance Learning Program (ALP) Co-Teach Days	Campus Survey	Technology Coach Assistant Principals Dean of Instruction	Local	October 2014- May 2015	Substitutes	Improve Technology Integration

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The following data were used as part of the comprehensive needs assessment process:

Improvement Planning Data

Current and/or prior year(s) campus and/or district improvement plans
Campus and/or district planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress
Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Critical Success Factor(s) data
Accountability Distinction Designations
AEIS longitudinal data
NCLB Report Card data
PBMAS data
Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
STAAR End-of-Course current and longitudinal results, including all versions
Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
STAAR ELL Progress Measure data
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
Advanced Placement (AP) assessment data
SAT and/or ACT assessment data
PSAT and/or PLAN assessment data
Student Success Initiative (SSI), Grades 5 and 8, data
SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
SSI: Think Through Math assessment data (Grades 3-8)
Local benchmark or common assessments data
Student failure and/or retention rates

Clear Creek Independent School District, Clear Lake High School
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Student Data: Student Groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender
Economically disadvantaged/Non-economically disadvantaged performance and participation data
Male/female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender
Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Annual dropout rate data
Attendance data
Discipline records
Violence and/or violence prevention records
Student surveys and/or other feedback
Class size averages by grade and subject

Parent/Community Data

Parent surveys and/or other feedback
Parent involvement rate

Support Systems and Other Data

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

Clear Creek Independent School District, Clear Lake High School
2014-2015 Campus Improvement Plan

The table below shows the **student population** of CCISD in 2012-13 compared to 2006-07:

Demographic	CLHS 2012-13	CLHS 2006-07
African American	6.6%	3.8%
Hispanic	19.4%	9.4%
White	54.7%	71.4%
American Indian	0.2%	0.8%
Asian	16.1%	14.8%
Pacific Islander	0.1%	
Two or More Races	2.8%	N/A
Economically Disadv.	17.4%	6.9%
Limited English Prof.	2.1%	1.4%

The table below shows the **teacher population** of CCISD in 2012-13 compared to 2006-07:

Demographic	CLHS 2012-13	CLHS 2006-07
African American	2.7%	9.3%
Hispanic	8.0%	20.8%
White	86.7%	68.5%
American Indian	0.7%	0.3%
Asian	2.0%	1.2%
Pacific Islander	0.0%	
Two or More Races	0.0%	N/A
Male	36%	22.8%
Female	64%	77.2%

The above data is provided as information only.

Comments from sub-committee members:

- There are clear differences between the student population and the teacher population. This same trend is seen nationally.
- In an ideal world these differences should not matter.
- There is research to indicate that students benefit from role models.
- Our staff could likely benefit from professional learning in cultural sensitivity.
- Can we adequately equip our staff members to be aware of the needs of our students?

Clear Creek Independent School District, Clear Lake High School
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High School 2013 STAAR EOC Student Results*: State Average Compared to CCISD Average

Grade Level	Subject	Course	State % Satisfactory	Region 4 % Satisfactory	CCISD % Satisfactory	CLHS % Satisfactory
EOC	Reading	R1	60%	70%	84%	90.1%
EOC	Writing	W1	55%	55%	72%	79%
EOC	Mathematics	A1	78%	79%	91%	92%
EOC	Science	BI	84%	85%	95%	96%
EOC	Social Studies	WG	75%	77%	89%	100%

* Based on Phase 1 Standards and Initial Results Only

When you compare these data sets, what issues do you see? What actions might you recommend as a result of these issues?

Issues	Proposed Actions
<ul style="list-style-type: none"> • Writing performance is a concern • Passing standards for Algebra I and Biology are so low that it has created a false sense of security • Performance of all SPED population in English classes on the EOC • Performance of ESL population on all tests 	<ul style="list-style-type: none"> • In support teachers we need to look at data from the 'Student Expectation' level to determine strengths and weaknesses • We need to ensure there is alignment between taught and tested curricula is content and context • Look at how reading and writing across the curriculum grades are currently being administered and consider strengthening expectations • Double block in Math and ESL • Teaching assistants in high need classes • Placement of students in at-risk classes with a master teacher • Data driven decisions • Common Assessments across core curriculum areas • Assess new enrollees who enroll from out of country, state or private schools

Clear Creek Independent School District, Clear Lake High School
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CCISD serves 3,339 students in the **Bilingual/ESL** program, 11,300 students in the **Career and Technical Education** program, 3,333 students in the **Gifted and Talented** program, and 3,707 students in the **Special Education** program. The exhibit below illustrates the percent enrollment in these programs in 2012-13 compared to 2006-07.

CCISD Special Program Enrollment					
Program	State 2012-13	CCISD 2012-13	CCISD 2006-07	CLHS 2012-13	CLHS 2006-07
Bilingual/ESL	16.6%	8.5%	6.1%	1.7%	1.3%
Career Technical Education	22.0%	28.6%	24.6%	60%	59.4%
Gifted/Talented	7.7%	8.4%	7.1%	14.6%	14.1%
Special Education	8.5%	9.4%	9.9%	6.6%	6.7%

When you compare these data sets, what trends do you see? What actions might you recommend as a result of these trends?

Trends	Proposed Actions
<ul style="list-style-type: none"> • Continue to see growth in our students who are English Language Learners • More students enrolled in CTE classes compared to state and district • More students enrolled in gifted talented classes 	<ul style="list-style-type: none"> • Provide professional learning support for teachers to meet the needs of students • Continue to emphasize the importance of students needing access to the general education curriculum • Provide Heart Days collaboration time for inclusion teachers • Provide an ESL Aide • More diversified curriculum for new graduation requirements

Sources: 2006 AEIS and 2013 TAPR

Clear Creek Independent School District, Clear Lake High School
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The **student 4-year graduation rate** (graduates, not including continuers or GED completers) for the Class of 2012 was 96.1%, compared to the state with 87.7%.

In CCISD, 36.1% of students completed an **Advanced Course** in 2012-13 compared to 27.1% in 2005-06; of the students completing an advanced course, the student demographics are as follows.

In CLHS, 45.2% of students completed an **Advance Course** in 2012-13 compared to 32.6% in 2005-2006; of the students completing an advanced course, the student demographics are as follows:

Demographic	CCISD 2012-13	CCISD 2005-06	CLHS 2012-13	CCISD 2005-06
African American	21.1%	16.5%	15.3%	18.6%
Hispanic	26.5%	17.0%	28.7%	16.9%
White	37.7%	27.4%	46.7%	31.0%
American Indian	44.8%	25.6%	25%	50%
Asian	62.8%	49.1%	72.7%	54.9%
Pacific Islander	38.1%			
Two or More Races	35.5%	N/A	38.9%	N/A
Economically Disadv.	21.4%	12.8%	19.5%	13.8%
Limited English Prof.	9.7%	11.7%	14.3%	16.7%

In CCISD, 75% of students in the Class of 2012 demonstrated **College Readiness in both English Language Arts and Mathematics** compared to 69% of students in the class of 2006. The corresponding student demographics are as follows.

In CLHS, 82% of students in the Class of 2012 demonstrated **College Readiness in both English Language Arts and Mathematics** compared to 67% of students in the class of 2006. The corresponding student demographics are as follows:

Demographic	CCISD Class of 2012	CCISD Class of 2006	CLHS Class of 2012	CLHS Class of 2006
African American	59%	55%	85%	56%
Hispanic	67%	55%	79%	41%
White	79%	72%	90%	69%
American Indian	89%	50%	N/A	40%
Asian	81%	76%	90%	77%
Pacific Islander	*		N/A	65%
Two or More Races	74%	N/A	83%	N/A
Economically Disadv.	54%	46%	68%	25%



CLEAR CREEK INDEPENDENT SCHOOL DISTRICT Campus Improvement Plan 2014-2015

When you compare these data sets, what issues/trends do you see? What actions might you recommend as a result of these issues/trends?

<i>Issues/Trends</i>	<i>Proposed Actions</i>
<ul style="list-style-type: none"> • Reporting of student groups has changed • New standards for college readiness will be implemented next year through the Texas Success Initiative Assessment 	<ul style="list-style-type: none"> • We must provide ongoing support for students not meeting college readiness standards • TSIA Testing in spring of junior year • College Prep Math Class

CIIC Team Members:	Strategic Planning Committee Team Members:
Amber Gareri	Shirley Cook-Dickey
	Veena Dass
	Dr. Karen Engle
	Megan LaBauve
	Christopher Loftin
	Cheryl Miller
	Vicki Pittman
	Melody Pruitt
	Jeri Veile

The CCISD State Compensatory Program (SCE) consists of funding for direct instruction aimed at closing the achievement gap on state assessments, funding to support summer school programs, funding to support Clear Path Alternative School, and funding to support the Community in Schools (CIS) Program.

- Library Services funding is utilized in CCISD to integrate technology and/or library services across the curriculum.
- Title III funding is utilized in CCISD to provide students identified as second language learners with materials and resources to develop language proficiency skills
- Title IV funding is utilized in CCISD to implement preventative activities and programs to reduce the use of drugs and to prevent violence.

Federal special education funding is utilized in CCISD to provide students identified with special needs diagnostic mathematics and reading assessments along with computer aided lessons focusing on areas of need, assistive technology for communication/instructional purposes, and access to the general education curriculum through either staff Learning and or distance learning equipment.

At CLHS, Compensatory Program Comp Ed Budget pays for:

- Teaching Assistants

At CLHS, Title IV funding is utilized for:

- Teachers in training salary
- Student incentives
- After School programs
- Resource materials for at-risk classes



**CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
Campus Improvement Plan 2014-2015**

Clear Creek Independent School District Clear Brook High School

**Campus Improvement Plan
2014-2015**

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Objectives

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state's students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the Learning of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning Objectives.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and assumes his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Clear Brook High School Mission Statement

The mission of Clear Brook High School is to provide a supportive and educationally challenging environment that develops students into life-long learners prepared to lead productive lives in the rapidly changing workplace of the future.



Motto: On a Quest for the Best

CLEAR BROOK HIGH SCHOOL INSTRUCTIONAL IMPROVEMENT STRATEGIES AND PERFORMANCE OBJECTIVES

Strategy I: We will inspire learning through an array of personalized opportunities and experiences.

Performance Objective I.1: Develop curriculum and flexible scheduling that supports student choice and personalized learning.

Strategy II: Support to meet the needs and aspirations of each student.

Performance Objective II.1: Develop a systematic approach for instructional and behavioral supports for each student.

Performance Objective II.2: Provide support so that each student will meet or exceed performance expectations on all STAAR tested areas.

Performance Objective II.3: Provide 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.

Strategy III: We will ensure safe and nurturing learning environments.

Performance Objective III.1 Implement consistent district procedures for visitors on campus and student arrival/dismissal.

Performance Objective III.2: Implement character development programs and opportunities for each student.

Performance Objective III.3: Develop a CCISD behavior framework to support the social and emotional well-being of all students and employees.

Strategy IV: We will ensure each student understands and assumes his or her role as a productive citizen.

Performance Objective IV.1: Teach responsible and effective use of technology while learning at school, home, and in the community.

Performance Objective IV.2: Provide a future-ready culture that fosters college and career exploration and readiness.

Strategy V: We will broaden and strengthen connections within our communities.

Performance Objective V.1: Develop and maintain meaningful relationships within PK-12 communities.

Strategy VI: We will ensure mutual understanding and support through effective communication.

Performance Objective VI.1: Develop and maintain mutual understanding and support through effective communication.

Strategy VII: We will build capacity for organizational change.

Performance Objective VII.1: Implement an instructional coaching model to facilitate the building of teacher capacity.

Performance Objective VII.2: Ensure that all teaching and paraprofessional staff members will meet “Highly Qualified” requirements.

Performance Objective VII.3: Provide each instructional employee with a minimum of 30 hours of professional learning annually.

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY I: We will inspire learning through an array of personalized opportunities and experiences.						
PERFORMANCE OBJECTIVE I.1: Curriculum and flexible scheduling that support student choice and personalized learning.				PRINCIPAL: Michele Staley		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
By April 17, 2015 all instructional staff will complete a minimum of eight hours of professional learning, in a variety of formats, on personalized learning for students.	Number of available options	Principal	Local	August 25-December 12, 2014	Technology to track	Campus documentation of opportunities
By December 14, 2014 increase general education placements for students receiving special education, as individually appropriate.	2013-2014 student placements	Principal, Teachers	Local, IDEA	August 25-	Teachers to support inclusion	Summative data showing increase; increased student performance on summative assessments

Clear Creek Independent School District, Clear Brook High School
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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.1: A systematic approach for instructional and behavioral supports for each student.				PRINCIPAL: Michele Staley		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
<p>By December 14, 2014 compile a listing all academic and behavior support options available for students.</p> <ul style="list-style-type: none"> I. Counselors <ul style="list-style-type: none"> A. Developmental Guidance and Counseling Program B. Responsive Services C. Individual Planning D. System Support E. Naviance Family Connection II. Student Groups III. Student support counselor IV. STAAR Camp V. STAAR Pull-outs VI. Advisory VII. Teacher Tutorials VIII. Student Support Team (SST) for at risk students IX. Sped students have a monitoring teacher support X. ELL teacher support XI. Academic Coaches (math & science) 	N/A	Principal, Director of Assessment & Evaluation, At-Risk Coordinator, Executive Director of C&I	Local	August 25, 2014 – December 14, 2014	Template provided by the Department of Assessment and Evaluation	Listing submitted to assistant superintendent by December 12, 2014
<p>By May 12, 2015 the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.</p>	Campus developed listing	Principal, Director of Assessment & Evaluation	Local	January 6, 2015 – May 12, 2015	Data analyst time to review/rank	Ranked listing submitted to assistant superintendent by May 12, 2015

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					PRINCIPAL: Michele Staley	
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
UPDATE BASED ON CAMPUS 2014 STAAR RESULTS, USING ALL STUDENTS Improve student passing on STAAR as follows: <ul style="list-style-type: none"> • ELA I EOC from 78% to 82% • ELA II EOC from 81% to 85% • Algebra I EOC from 90% to 95% • Biology EOC from 97% to 98% • US History EOC from 97% to 98% 	Individual student data reports identifying strengths and weaknesses	Assistant Superintendents, Director of Assessment & Evaluation, Principal, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	AWARE data, designated, planned time for data review, time for intervention, communication methods for students and parents	Ongoing progress reports for each student
Improve student attendance rate from 95.61% to 96%.	Previous year student attendance rate	Principal, Counselor, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	Weekly student attendance reports	Nine-weeks review

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.3: Provide each student receiving support through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies designed to improve academic achievement.					PRINCIPAL: Michele Staley	
NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement identified instructional approaches, including following Sheltered Instruction Observation Protocol (SIOP), which includes 8 main features: lesson preparation (including both content and language objectives), building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment, that will be used to address the needs of students identified as ELL.	Student assessment data	Director for ELL; Bilingual Coordinator	Local, Title III	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified Counseling groups, CE9 classes, Tutoring, and Saturday workshops, that will be used to address the needs of students identified as At-Risk.	Student assessment data	At-Risk Coordinator	Local, State Compensatory	August 2014/June 2015; Student data review will occur every 9 weeks	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches, including <ul style="list-style-type: none"> • Involve the special education staff in the collaboration of the general education curriculum based on subject area; • Continue the special education case management model; • Distribute IEP accommodations/modifications to the general education teachers within the first three weeks of the school year. That will be used to address the needs of students receiving special education services. 	Student assessment data	Director of Special Education; Principal	Local, IDEA Funds	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students	Student assessment data	Section 504 Coordinator	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results

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receiving Section 504 services, including those students supported through Dyslexia services.						
Implement identified instructional approaches 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	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
All schools will implement a minimum of two District endorsed strategies, including counseling groups, attendance checks done by Travis Smith, searches done by Travis Smith, and contracts done with Sharon Lopez, to address drop-out prevention.	Student assessment results	Principal, Counselor	State compensatory funds	Review every nine weeks	Professional Learning	Student completion rates
All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction. (State Compensatory funding).	Student grade reports	Principal	State compensatory funds	Review every nine weeks	Supporting curriculum documents	Student assessment results

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.1 Consistent district procedures for visitors on campus and student arrival/dismissal.					PRINCIPAL: Michele Staley	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
100% of staff will be trained in visitor procedures by January 30, 2015.	Current written procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014-January 30, 2015	Written procedures	Audit of each campus
Complete a minimum of 9 fire drills and 2 lock-down drills.	Previous year record of drills	Coordinator of Safe Schools, Principal	Local	August 25, 2014-June 4, 2015	Tracking system	Drill records
Provide orientation for all staff and students for protect mode and bad weather response.	Debrief of responses	Coordinator of Safe Schools, Principal	Local	August 25, 2014-June 4, 2015	PL materials	Orientation records

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.2: Provide opportunities for all students in character development programs and activities.					PRINCIPAL: Michele Staley	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the Safe School Ambassadors' program at all secondary campuses, measuring the outcome and monitoring levels of student participation.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Secondary Education	Local, Title IV	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of SSA activities
Implement coordinated school health programs at each campus.	Student fitness assessment data	Principal, Health Coordinator	Local	August 25, 2014- June 4, 2015	Instructional materials	Fitness Gram results

Clear Creek Independent School District, Clear Brook High School
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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.3: CCISD behavior framework on the social and emotional well-being of all students and employees.				PRINCIPAL: Michele Staley		
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Reduce incidents of student bullying behavior. Counseling groups, Reporting to Assistant Principals, and Training for faculty and staff.	2013-2014 Campus Bully Tracking Report	Principal, Teachers	Local	August 25, 2014- June 4, 2015	Bully Tracking System	Monthly review of discipline referrals
The district will form a CCISD behavior framework design team to create a plan for 2015-2016 implementation. Counseling groups, Advisory visits, and Monthly initiatives.	Inventory of all behavior and character programs used at each site	Director of Student Personnel Services	Title I	August 25, 2014- June 4, 2015	Meeting time	Monthly written progress reports
All campuses will implement District endorsed strategies to address suicide prevention.	Counselor referral	Counselor	Local	August 25, 2014- June 4, 2015	Professional Learning; counseling plan	Counseling logs; safe and healthy students
All campuses will implement District endorsed strategies to address conflict resolution. Counseling groups, and Mediation.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to address violence prevention. Counseling groups, Training, and Awareness (PALS).	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to focus on building relationships with students. Counseling groups, Advisory Visits, and Student Conferences.	Campus climate survey results	Principal	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.	Student discipline records	Principal	Local	August 25, 2014- June 4, 2015	Forms, procedures, professional Learning	Student discipline data

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				PRINCIPAL: Michele Staley		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Ensure that a minimum of 3 teachers submit videos for the Technology Integration Matrix (TIM).	Number of CCISD videos posted on TIM	Director of Learning Technology; Principal; Teachers	Local; CCEF Grant	August 25, 2014- June 4, 2015	Video recording equipment	Monthly report of TIM status by campus
Each student will meet performance expectations on the Digital Citizenship Assessment.	Previous year violations of RUG	Principal	Local	August 25, 2014- October 20, 2014	DC Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.	Previous year violations of RUG	Principal	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations

Clear Creek Independent School District, Clear Brook High School
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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.2: A future-ready culture that fosters college and career exploration and readiness.				SUPERINTENDENT: Dr. Greg Smith		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Each student in grades 8 th – 11 th will create Course Plans in Naviance, improving usage from 97% to 100% . (Counselors have previous year data.) Advisory Lessons, and Student Conferences	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.	College information	Principal	Local	August 25, 2014 – September 15, 2014	Printing materials	Walk-through
The district and campus will provide information regarding graduation requirements as outlined in House Bill 5.	Parent survey data	Director of Student Personnel Services; Principal, Counselors	Local	August 25, 2014 – June 4, 2015	High school planning resources	Web-site
District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.	Review of curriculum	Executive Director of Curriculum and Instruction	Local	October 3, 2014 – March 2, 2015	Curriculum documents	Ongoing status reports; final report
By May 12, 2015 increase the percentage of AP students taking an AP test from 68% to 75%. Course Selection, Registration in the Cyber Café, Teacher Training, Tutoring (Peer and Teacher), and Saturday workshops provided by teachers and the Academic Dean.	Campus AP Data	Director of Advanced Academics, Principal, Dean	Local	August 25, 2014 – June 4, 2015	AP instructional materials	AP report

Clear Creek Independent School District, Clear Brook High School
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DISTRICT STRATEGY V: We will broaden and strengthen connections within our communities.						
PERFORMANCE OBJECTIVE V.1: Processes that develop and maintain meaningful relationships within PK-12 communities.				PRINCIPAL: Michele Staley		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By September 30, 2014 each campus will identify the PK-12 community of which they are a part.	Current PK-12 Communications	Director of Communications, Principal	Local	August 25, 2014 – September 30, 2014	Attendance zone and community information	All PK-12 communities identified
By December 19, 2014 each principal will tour at least 2 schools within his/her PK-12 community.	NA	Assistant Superintendent, Director of Communications, Principal	Local	August 25, 2014 – December 19, 2014	Scheduled campus visits	Record of campus visited submitted by January 9, 2015
By May 1, 2015 at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.	PK-12 Community Listing	Assistant Superintendent, Director of Communications, Principal	Local	January 6, 2015 – May 1, 2015	Communication modes	Communication logs or materials submitted by June 4, 2015.
Coordinate with PK-12 community to ensure that no major campus events overlap.	Event calendar	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	PK-12 Community calendars	Calendar of events
By October 2014 the campus will exclusively utilize Skylert for mass voice, text and e-mail communications.	Prior system	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	Skylert system	Log of messages sent

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY VI: We will ensure mutual understanding and support through effective communication						
PERFORMANCE OBJECTIVE VI.2: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					PRINCIPAL: Michele Staley	
NCLB GOAL 1: By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
Implement (list one strategy) to improve communication between teachers, students and parents regarding students' academic progress. <ul style="list-style-type: none"> • Increase phone calls home 	2014 Parent Involvement Survey	Principal, Director of Communications	Local	October 2014- June 2015	District survey; meeting time; plan to improve	Outreach documentation

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.1: An instructional coaching model to facilitate the building of teacher capacity.					PRINCIPAL: Michele Staley	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.	Teacher reflection	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan;	Teacher goal sheets
Teachers will have ongoing access to coaching 4 days per week for job embedded professional learning to enhance first time instruction.	Individual teacher goals Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014- June 30, 2015	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Instructional coaches will work directly with teachers 50% of their time and teacher teams to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction.	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Instructional coaches will engage in focused professional learning that supports alignment of district goals and campus needs. Focus will include 2 days per month with 50% of that time for curriculum PL and 50% of the time for coaching skill development and integration of skills.	Individual coach goals Campus data Campus needs	Instructional coaches, Instructional Coaching Coordinator; Curriculum Coordinators, Principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan External Coaching resources (e.g. Learning Forward) External Curriculum resources	PL day agendas; Coaches' reflections; coaches' goal sheets

Clear Creek Independent School District, Clear Brook High School
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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.2 All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.					PRINCIPAL: Michele Staley	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
Analyze highly qualified teacher data between high and low poverty campuses.	Highly Qualified Report	Executive Director of Human Resources	Local, Title I	May 2014	Data reports	Data analysis documents
All schools will engage in targeted, specific activities to enhance a positive school climate for all campus employees: <ul style="list-style-type: none"> • Every Friday is Popcorn Friday for all staff • Before Winter Break & during teacher apprec. week admin provides a hamburger luncheon & door prizes 	2014 Climate Survey	Principal	Local	August 25, 2014- June 4, 2015	Meeting time, improvement plan	Survey results, approved plan

Clear Creek Independent School District, Clear Brook High School
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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.3 Each instructional employee will complete a minimum of 30 hours of professional learning annually.					PRINCIPAL: Michele Staley	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the CCISD Professional Learning Plan.	Professional Learning survey results	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	CCISD Professional Learning Plan, System	Agendas, work products
Implement the Latitude to Learn Professional Learning Plan.	PL records	Principal, Executive Director of Professional Learning	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products
By June 4 2015 increase the number of professional learning hours earned by campus instructional staff by at least 10%.	PL records	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	PL Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.	Lesson Plans	Executive Director of PL, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products

Clear Creek Independent School District, Clear Brook High School 2014-2015 Campus Improvement Plan

The following data were used as part of the comprehensive needs assessment process:

Improvement Planning Data

Current and/or prior year(s) campus and/or district improvement plans
Campus and/or district planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress
Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Critical Success Factor(s) data
Accountability Distinction Designations
AEIS longitudinal data
NCLB Report Card data
PBMAS data
Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
STAAR End-of-Course current and longitudinal results, including all versions
Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
STAAR ELL Progress Measure data
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
Advanced Placement (AP) assessment data
SAT and/or ACT assessment data
PSAT and/or PLAN assessment data
Student Success Initiative (SSI), Grades 5 and 8, data
SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
SSI: Think Through Math assessment data (Grades 3-8)
Local benchmark or common assessments data
Student failure and/or retention rates

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

Student Data: Student Groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender
Economically disadvantaged/Non-economically disadvantaged performance and participation data
Male/female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender
Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Annual dropout rate data
Attendance data
Discipline records
Violence and/or violence prevention records
Student surveys and/or other feedback
Class size averages by grade and subject

Parent/Community Data

Parent surveys and/or other feedback
Parent involvement rate

Support Systems and Other Data

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

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

The table below shows the **student population** of Clear Brook in 2012-13 compared to 2006-07:

Demographic	2012-13	2006-07
African American	13.3%	14.0%
Hispanic	27.3%	18.3%
White	41.5%	54.4%
American Indian	0.1%	0.3%
Asian	15.6%	13.0%
Pacific Islander	0.3%	
Two or More Races	2.0%	
Economically Disadv.	27.0%	13.6%
Limited English Prof.	2.2%	1.6%

The table below shows the **teacher population** of Clear Brook in 2012-13 compared to 2006-07:

Demographic	2012-13	2006-07
African American	6.9%	4.3%
Hispanic	10.0%	4.4%
White	79.3%	87.9%
American Indian	0.6%	1.2%
Asian	2.5%	2.2%
Pacific Islander	0.0%	
Two or More Races	0.6%	
Male	37.4%	41.6%
Female	62.6%	58.4%

The above data is provided as information only.

Comments from sub-committee members:

- There are clear differences between the student population and the teacher population. This same trend is seen nationally.
- In an ideal world these differences should not matter.
- There is research to indicate that students benefit from role models.
- Our staff could likely benefit from professional learning in cultural sensitivity.
- Can we adequately equip our staff members to be aware of the needs of our students?

Clear Creek Independent School District, Clear Brook High School
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High School 2013 / 14 STAAR EOC Student Results*: State Average Compared to CCISD Average

Grade Level	Subject	Course	State % Satisfactory	CCISD % Satisfactory	'13 Brook % Satisfactory	'14 Brook % Satisfactory
EOC	Reading	R1	69%	84%	77%	78%
EOC	Writing	W1	55%	72%	68%	
EOC	Reading	R2	79%	91%	87%	81%
EOC	Writing	W2	55%	74%	69%	
EOC	Mathematics	A1	78%	91%	81%	90%
EOC	Science	BI	84%	95%	94%	97%
EOC	Social Studies	US	71%	84%	78%	97%

* Based on Phase 1 Standards and Initial Results Only

When you compare these data sets, what issues do you see? What actions might you recommend as a result of these issues?

Issues	Proposed Actions
<ul style="list-style-type: none"> • Writing performance is a concern • Passing standards for Algebra I and Biology are so low that it has created a false sense of security • Overall student performance needs to be improved in all areas 	<ul style="list-style-type: none"> • In support teachers we need to look at data from the 'Student Expectation' level to determine strengths and weaknesses • We need to ensure there is alignment between taught and tested curricula is content and context • Look at how reading and writing across the curriculum grades are currently being administered and consider strengthening expectations • Continue working with subject teams at data from checkpoints to modify and adapt instruction

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

Clear Brook serves 52 students in the ELL program, 1,553 students in the **Career and Technical Education** program, 200 students in the **Gifted and Talented** program, and 244 students in the **Special Education** program. The exhibit below illustrates the percent enrollment in these programs in 2012-13 compared to 2006-07.

Special Program Enrollment

Program	State 2012-13	CCISD 2012-13	Brook 2012-13	Brook 2006-07
Bilingual/ESL	16.6%	8.5%	1.6%	1.5%
Career Technical Education	22.0%	28.6%	64.7%	32.2%
Gifted/Talented	7.7%	8.4%	8.3%	8.3%
Special Education	8.5%	9.4%	10.2%	8.7%

When you compare these data sets, what trends do you see? What actions might you recommend as a result of these trends?

<i>Trends</i>	<i>Proposed Actions</i>
<ul style="list-style-type: none"> • Continue to see growth in our students who are English Language Learners • Our students receiving special education services are well above the percentage of the state 	<ul style="list-style-type: none"> • Provide professional learning support for teachers to meet the needs of students • Continue to emphasize the importance of students needing access to the general education curriculum

Sources: 2006 AEIS and 2013 TAPR

Clear Creek Independent School District, Clear Brook High School
2014-2015 Campus Improvement Plan

The **student 4-year graduation rate** (graduates, not including continuers or GED completers) for the Class of 2012 was 94.7%, compared to the state with 87.7%.

At Clear Brook, 33.4% of students completed an **Advanced Course** in 2012-13 compared to 20.6% in 2005-06; of the students completing an advanced course, the student demographics are as follows:

Demographic	2005-06	2012-13
African American	17%	20.8%
Hispanic	21.6%	23.6%
White	27.2%	37.1%
American Indian	0.0%	40%
Asian	43.2%	52.9%
Pacific Islander		42.9%
Two or More Races		12.9%
Economically Disadv.	17.2%	23.6%
Limited English Prof.	10.3%	17.3%

At Clear Brook, 67% of students in the Class of 2012 demonstrated **College Readiness in both English Language Arts and Mathematics** compared to 50% of students in the class of 2006. The corresponding student demographics are as follows:

Demographic	2005-06	2012-13
African American	14%	13.3%
Hispanic	18.3%	27.3%
White	54.4%	41.5%
American Indian	.3%	.1%
Asian	13.0%	15.6%
Pacific Islander		
Two or More Races		2.0%
Economically Disadv.	13.6%	27.0%



CLEAR CREEK INDEPENDENT SCHOOL DISTRICT Campus Improvement Plan 2014-2015

When you compare these data sets, what issues/trends do you see? What actions might you recommend as a result of these issues/trends?

Issues/Trends	Proposed Actions
<ul style="list-style-type: none"> • Reporting of student groups have changed • New standards for college readiness will be implemented next year through the Texas Success Initiative Assessment • Economically disadvantaged group has substantially increased, how do we continue to meet the needs of these students 	<ul style="list-style-type: none"> • We must provide ongoing support for students not meeting college readiness standards • We must provide specialized instructional settings that support all learnings

CIIC Planning Sub-Committee Team Members:

Michele Staley	Janie Goldman
Sharon Lopez	Deena Edwards
Adrienne Miles	Aaron Troyer
Camille Sullivan	Michelle Buckley
Shawn Goldner	Manna Flores
Michelle Buckley	Merin Jose
Beth Fawcett	Ida Etemadi
Kaylynn Burns	Kim Nettles
Ann Daley	Padma Rao
Kacee Jackson	Dawn Aldridge
Amanda Solis	Amy Biekert
Fran White	Linda Nguyen
Katie Cox	Suzanne Rawley

The CCISD State Compensatory Program (SCE) consists of funding for direct instruction aimed at closing the achievement gap on state assessments, funding to support summer school programs, funding to support Clear Path Alternative School, and funding to support the Community in Schools (CIS) Program.

- Library Services funding is utilized in CCISD to integrate technology and/or library services across the curriculum.
- Title III funding is utilized in CCISD to provide students identified as second language learners with materials and resources to develop language proficiency skills.
- Title IV funding is utilized in CCISD to implement preventative activities and programs to reduce the use of drugs and to prevent violence.

Federal special education funding is utilized in CCISD to provide students identified with special needs diagnostic mathematics and reading assessments along with computer aided lessons focusing on areas of need, assistive technology for communication/instructional purposes, and access to the general education curriculum through either staff Learning and or distance learning equipment.

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TO VIEW THE ENTIRE ATTACHMENT

DOUBLE CLICK ON THE EMBEDDED IMAGE TO
VIEW THE ENTIRE ATTACHMENT

Summer 2014 STAAR EOC, Algebra I					
	Total Students	Percent Score	Scale Score	Met / Satisfactory	Commented / Advanced
Clear Brook High	18	32.44%	3389.11	27.78%	0%
CCISD	65	35.94%	3462.15	38.46%	3.08%

Summer 2014 STAAR EOC, Biology					
	Total Students	Percent Score	Scale Score	Met / Satisfactory	Commented / Advanced
Clear Brook High	6	52.33%	3826.5	83.33%	0%
CCISD	20	44.30%	3652.15	55%	0%

Summer 2014 STAAR EOC, English I					
	Total Students	Percent Score	Scale Score	Met / Satisfactory	Commented / Advanced
Clear Brook High	37	48.11%	3744.22	48.63%	2.7%
CCISD	241	50.38%	3796.87	59.75%	1.24%

Summer 2014 STAAR EOC, English II					
	Total Students	Percent Score	Scale Score	Met / Satisfactory	Commented / Advanced
Clear Brook High	22	54.95%	3863.73	63.64%	4.55%
CCISD	131	52.66%	3796.29	50.38%	1.53%

Summer 2014 STAAR EOC, US History					
	Total Students	Percent Score	Scale Score	Met / Satisfactory	Commented / Advanced
Clear Brook High	4	42.75%	3511.25	25%	0%
CCISD	24	42.98%	3506.54	37.5%	0%

Clear Creek Independent School District

Clear View High School

Campus Improvement Plan

2014-2015

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Objectives

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state's students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the Learning of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning Objectives.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and assumes his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Clear View High School Mission Statement

Clear View believes that all children can learn when they are provided the appropriate instruction that meets their educational, emotional, and social needs. Clear View's mission is to provide a non-traditional program that gives students who are unsuccessful on a traditional campus the opportunity to overcome their academic deficits, develop effective social and life skills, achieve success, earn a high school diploma, and move forward to the next level of learning.

CLEAR VIEW HIGH SCHOOL INSTRUCTIONAL IMPROVEMENT STRATEGIES AND PERFORMANCE OBJECTIVES

Strategy I: We will inspire learning through an array of personalized opportunities and experiences.

Performance Objective I.1: Develop curriculum and flexible scheduling that supports student choice and personalized learning.

Strategy II: Support to meet the needs and aspirations of each student.

Performance Objective II.1: Develop a systematic approach for instructional and behavioral supports for each student.

Performance Objective II.2: Provide support so that each student will meet or exceed performance expectations on all STAAR tested areas.

Performance Objective II.3: Provide 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.

Strategy III: We will ensure safe and nurturing learning environments.

Performance Objective III.1 Implement consistent district procedures for visitors on campus and student arrival/dismissal.

Performance Objective III.2: Implement character development programs and opportunities for each student.

Performance Objective III.3: Develop a CCISD behavior framework to support the social and emotional well-being of all students and employees.

Strategy IV: We will ensure each student understands and assumes his or her role as a productive citizen.

Performance Objective IV.1: Teach responsible and effective use of technology while learning at school, home, and in the community.

Performance Objective IV.2: Provide a future-ready culture that fosters college and career exploration and readiness.

Strategy V: We will broaden and strengthen connections within our communities.

Performance Objective V.1: Develop and maintain meaningful relationships within PK-12 communities.

Strategy VI: We will ensure mutual understanding and support through effective communication.

Performance Objective VI.1: Develop and maintain mutual understanding and support through effective communication.

Strategy VII: We will build capacity for organizational change.

Performance Objective VII.1: Implement an instructional coaching model to facilitate the building of teacher capacity.

Performance Objective VII.2: Ensure that all teaching and paraprofessional staff members will meet “Highly Qualified” requirements.

Performance Objective VII.3: Provide each instructional employee with a minimum of 30 hours of professional learning annually.

Clear Creek Independent School District, Clear View High School
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DISTRICT STRATEGY I: We will inspire learning through an array of personalized opportunities and experiences.						
PERFORMANCE OBJECTIVE I.1: Curriculum and flexible scheduling that support student choice and personalized learning.				PRINCIPAL: Michael D. Houston		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
By April 17, 2015 all instructional staff will complete a minimum of eight hours of professional learning, in a variety of formats, on personalized learning for students.	Number of available options	Principal	Local	August 25- December 12, 2014	Technology to track	Campus documentation of opportunities
By December 14, 2014 increase general education placements for students receiving special education, as individually appropriate.	2013-2014 student placements	Principal, Teachers	Local, IDEA	August 25-	Teachers to support inclusion	Summative data showing increase; increased student performance on summative assessments

Clear Creek Independent School District, Clear View High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.1: A systematic approach for instructional and behavioral supports for each student.					PRINCIPAL: Michael D. Houston	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
<p>By December 14, 2014 compile a listing all <u>academic and behavior support options available for students</u>.</p> <p>All subject areas – Tiger’s Den Tutorials twice weekly, Compass Learning for credit recovery and STAAR preparation plus the following:</p> <p>ELA – all 9th graders double blocked for ELA, additional reading and writing classes for struggling students and students wanting enrichment, pull-out tutorials, special STAAR tutorials several weeks before testing.</p> <p>Math – all 9th graders double blocked for Algebra 1, target class for students who have not passed state testing, pull out tutorials, push-in support, special STAAR tutorials several weeks before testing.</p> <p>Science – Special STAAR tutorials several weeks before testing, pull out tutorials for struggling students, special tutoring for state testing repeaters.</p> <p>Social Studies – Special STAAR tutorials several weeks before testing, Compass instructions for students retaking the state test.</p>	Grade reports, teacher input, state testing Laser Focus	Principal, Director of Assessment & Evaluation, At-Risk Coordinator, Executive Director of C&I, Dean of Instruction, Faculty	Local, State Comp, Title I	August 25, 2014 – December 14, 2014	Staff for tutorials and classes, Compass Learning, appropriate technology	Listing submitted to assistant superintendent by December 12, 2014
By May 12, 2015 the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.	Campus developed listing	Principal, Director of Assessment & Evaluation	Local	January 6, 2015 – May 12, 2015	Data analyst time to review/rank	Ranked listing submitted to assistant superintendent by May 12, 2015
Provide transition opportunities for students to different grade levels (including Pre-K), and different schools (including 5 th to 6 th grade and 8 th to 9 th grade).	Student Assessment Data, Parent Involvement Data	Title I Principal, Teachers	Title I	April 2015 – September 2016	Title I Principals, Teachers, Counselors, Parents	Title I Compliance Documentation

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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 1, 2015 – July 31, 2015	Title I Principals, Teachers, Counselors, Parents	Title I Compliance Documentation Budgets
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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					PRINCIPAL: Michael D. Houston	
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Improve student passClear ng on STAAR as follows: <ul style="list-style-type: none"> • ELA I EOC from 65% to 70% • ELA II EOC from 69% to 75% • Algebra I EOC from 94% to 97% • Biology EOC remain at 100% • US History EOC from 98% to 100% 	Individual student data reports identifying strengths and weaknesses	Assistant Superintendents, Director of Assessment & Evaluation, Principal, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	AWARE data, designated, planned time for data review, time for intervention, communication methods for students and parents	Ongoing progress reports for each student
Improve student attendance rate from 90.5% to 91.5%.	Previous year student attendance rate	Principal, Counselor, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	Weekly student attendance reports	Nine-weeks review
All schools will implement a minimum of three District endorsed, scientifically based instructional methods to be used for student groups to show success/improvement in all core content areas. (Title I)	Formative, summative assessments results	Principal	Local, State compensatory, Title I	August 25, 2014- April 23, 2015	Professional Learning sessions	Student performance, professional Learning attendance records
Complete a thorough data analysis of the performance of students receiving special education services and make instructional modifications as a result of this analysis. (Title I)	Student assessment results	Director of Assessment and Evaluation	Local, Title I	August 25, 2014- April 23, 2015	Student data	Meeting agendas; planning documents

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					PRINCIPAL: Michael D. Houston	
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Teachers are involved in testing decisions regarding students.	Formative, summative assessment results	Title I Principals and Teachers	Local, Title I	August 25, 2014 – July 31, 2015	Student data	Student assessment data, Grades
Campus will monitor student progress and provide additional assistance and support to students.	Formative, summative assessment results	Title I Principals and Teachers	Local, Title I	August 25, 2014 – July 31, 2015	Research-based Supplemental Materials, Intervention Support	Student assessment data, Grades

DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.

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PERFORMANCE OBJECTIVE II.3: Provide each student receiving support through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies designed to improve academic achievement.				PRINCIPAL: Name		
NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
<p>Implement identified instructional approaches that will be used to address the needs of students identified as ELL.</p> <p>*Students who are identified as ELL or LEP will receive pull out tutorials on an as needed basis, monitoring of their progress by the Lead Counselor and Lead ELL teacher. Conferences will be held with teachers to recommend strategies for success.</p>	Student assessment data	Lead Counselor, Lead ELL Teacher, Director for ELL; Bilingual Coordinator	Local, Title III	August 2014/June 2015	Research-based Professional Learning	Student assessment results
<p>Implement identified strategies that will be used to address the needs of students identified as At-Risk.</p> <p>*Smaller class sizes as well as the use of technology and instructional software will allow for more individualized and hands on instruction to meet at risk students' needs.</p> <ul style="list-style-type: none"> - Keyboards, Stylus, Headphones, - Renaissance Learning - Compass Learning <p>*Campus staff will utilize Laser Focus to document and obtain information as a means to support at risk students. Campus staff will hold monthly student success meetings to discuss strategies to assist at risk students.</p> <p>*Tigers' Den Tutorials will be held each Tuesday and Thursday 3:15-4:45 to assist students who may be struggling academically.</p>	Student assessment data	Administrators, Teachers, and Counselors; At-Risk Coordinator	Local, State Compensatory, Title I	August 2014/June 2015; Student data review will occur every 9 weeks	Research-based Professional Learning	Student assessment results

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Implement identified instructional approaches, including ensuring teachers receive and follow students schedule of service page and the accommodations/ modifications specified for identified students that will be used to address the needs of students receiving special education services.	Student assessment data	Director of Special Education; Principal, Teachers, Special Education Case Manager	Local, IDEA Funds	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.	Student assessment data	Section 504 Coordinator	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches 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	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
All schools will implement a minimum of two District endorsed strategies to address drop-out prevention. - Teachers and all staff will build positive relationships and a sense of community with all students. Attendance clerk will personally call home for any students that are not present that day. -The use of Credit Recover Lab/Open Entry (Compass Learning) program. This program allows students to work at their own pace and utilize technology resources to make up loss credit or gain new course credit.	Student assessment results	Principal, Teachers, & Counselor	State compensatory funds, Title I	Review every nine weeks	Professional Learning	Student completion rates
All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction. (State Compensatory funding).	Student grade reports	Principal	State compensatory funds, Title I	Review every nine weeks	Supporting curriculum documents	Student assessment results

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.1 Consistent district procedures for visitors on campus and student arrival/dismissal.					PRINCIPAL: Michael D. Houston	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
100% of staff will be trained in visitor procedures by January 30, 2015.	Current written procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures	Audit of each campus
100% of staff will be trained in student arrival and dismissal procedures by January 30, 2015.	Campus-based procedures review; development of district procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures; PL materials	Audit of each campus
Complete a minimum of 9 fire drills and 2 lock-down drills.	Previous year record of drills	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	Tracking system	Drill records
Provide orientation for all staff and students for protect mode and bad weather response.	Debrief of responses	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	PL materials	Orientation records

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.2: Provide opportunities for all students in character development programs and activities.					PRINCIPAL: Michael D. Houston	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
<p>Implement the Safe School Ambassadors' program at all secondary campuses, measuring the outcome and monitoring levels of student participation.</p> <p>CVHS will emphasize the SSA program by encouraging good behavior and positive peer interaction throughout the school. All SSA students will complete a one day training focused on promoting a positive school climate. Infusion of the CLEAR program, PALS, and teen leadership to promote school wide awareness of topics that support positive character and school learning environment.</p>	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Secondary Education, Principal, Counselors & Teachers	Local, Title IV, THAI Grant	August 25, 2014- June 4, 2015	Professional Learning materials. SSA training supplies, SSA sponsors and student representatives, community sponsors	<p>Needs assessment results, listing of SSA activities</p> <ul style="list-style-type: none"> -Student training in September -Family Group meetings -Advisory Lessons -No place for hate school wide activities -Bay Area Alliance lunches -Rise above week in February
Implement coordinated school health programs at each campus.	Student fitness assessment data	Principal, Health Coordinator	Local	August 25, 2014- June 4, 2015	Instructional materials	Fitness Gram results

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.3: CCISD behavior framework on the social and emotional well-being of all students and employees.				PRINCIPAL: Michael D. Houston		
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Reduce incidents of student bullying behavior.	2013-2014 Campus Bully Tracking Report	Principal, Teachers	Local	August 25, 2014- June 4, 2015	Bully Tracking System	Monthly review of discipline referrals
The district will form a CCISD behavior framework design team to create a plan for 2015-2016 implementation.	Inventory of all behavior and character programs used at each site	Director of Student Personnel Services	Title I	August 25, 2014- June 4, 2015	Meeting time	Monthly written progress reports
All campuses will implement District endorsed strategies to address suicide prevention.	Counselor referral	Counselor	Local	August 25, 2014- June 4, 2015	Professional Learning; counseling plan	Counseling logs; safe and healthy students
All campuses will implement District endorsed strategies to address conflict resolution.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to address violence prevention.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to focus on building relationships with students.	Campus climate survey results	Principal	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.	Student discipline records	Principal	Local	August 25, 2014- June 4, 2015	Forms, procedures, professional Learning	Student discipline data

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				PRINCIPAL: Michael D. Houston		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Ensure that a minimum of 3 teachers submit videos for the Technology Integration Matrix (TIM).	Number of CCISD videos posted on TIM	Director of Learning Technology; Principal; Teachers	Local; CCEF Grant	August 25, 2014- June 4, 2015	Video recording equipment	Monthly report of TIM status by campus
Each student will meet performance expectations on the Digital Citizenship Assessment.	Previous year violations of RUG	Principal	Local	August 25, 2014- October 20, 2014	DC Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.	Previous year violations of RUG	Principal	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.2: A future-ready culture that fosters college and career exploration and readiness.					SUPERINTENDENT: Dr. Greg Smith	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Each student in grades 9 th – 11 th will create Course Plans in Naviance, improving usage from 98% to 100%.	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.	College information	Principal	Local	August 25, 2014 – September 15, 2014	Printing materials	Walk-through
The district and campus will provide information regarding graduation requirements as outlined in House Bill 5.	Parent survey data	Director of Student Personnel Services; Principal, Counselors	Local	August 25, 2014 – June 4, 2015	High school planning resources	Web-site
District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.	Review of curriculum	Executive Director of Curriculum and Instruction	Local	October 3, 2014 – March 2, 2015	Curriculum documents	Ongoing status reports; final report

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DISTRICT STRATEGY V: We will broaden and strengthen connections within our communities.						
PERFORMANCE OBJECTIVE V.1: Processes that develop and maintain meaningful relationships within PK-12 communities.					PRINCIPAL: Michael D. Houston	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By September 30, 2014 each campus will identify the PK-12 community of which they are a part.	Current PK-12 Communications	Director of Communications, Principal	Local	August 25, 2014 – September 30, 2014	Attendance zone and community information	All PK-12 communities identified
By December 19, 2014 each principal will tour at least 2 schools within his/her PK-12 community.	NA	Assistant Superintendent, Director of Communications, Principal	Local	August 25, 2014 – December 19, 2014	Scheduled campus visits	Record of campus visited submitted by January 9, 2015
By May 1, 2015 at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.	PK-12 Community Listing	Assistant Superintendent, Director of Communications, Principal	Local	January 6, 2015 – May 1, 2015	Communication modes	Communication logs or materials submitted by June 4, 2015.
Coordinate with PK-12 community to ensure that no major campus events overlap.	Event calendar	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	PK-12 Community calendars	Calendar of events
By October 2014 the campus will exclusively utilize Skylert for mass voice, text and e-mail communications.	Prior system	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	Skylert system	Log of messages sent

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DISTRICT STRATEGY VI: We will ensure mutual understanding and support through effective communication						
PERFORMANCE OBJECTIVE VI.2: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					PRINCIPAL: Michael D. Houston	
NCLB GOAL 1: By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement strategies to improve communication between teachers, students and parents regarding students' academic progress. <ul style="list-style-type: none"> - Monthly Student Success Meetings - Each One Reach One - "All Hands" Parent Meetings 	2014 Parent Involvement Survey	Principal, Dean of Instruction, Counselors, & Director of Communications	Local	October 2014- June 2015	District survey; meeting time; plan to improve	Outreach documentation
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 assistance available at the school. (Title I) 	Parent/Teacher Conference Records	Assistant Superintendents; Principal	Local	October 2014- June 2015	Meeting time; meeting space	Conference Logs
All campuses receiving Title I assistance will implement strategies to increase parental involvement and provide parents' home/school communication and individual student assessment results in a language the parent can understand. (Title I Schoolwide requirement)	School correspondence	Principal	Title I	October 2014/June 2015	District survey; meeting time; plan to improve	2014 Parent Involvement Survey

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.1: An instructional coaching model to facilitate the building of teacher capacity.					PRINCIPAL: Michael D. Houston	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.	Teacher reflection	Teachers, Dean of Instruction, principal	Local, Title II, Title I	July 1, 2014 – June 30, 2015	PL Plan;	Teacher goal sheets
Teachers will have ongoing access to coaching for job embedded professional learning to enhance first time instruction. Dean of Instruction will observe 10 classes per week, Department Heads will observe 2 classes per week and each teacher will observe at least 2 other classes per semester.	Individual teacher goals Campus data Campus needs	Teachers, Dean of Instruction, principal	Local, Title II, Title I	July 1, 2014- June 30, 2015	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Dean of Instruction and Department Heads will work directly with teachers and teacher teams to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction. District support and campus Trailblazers will also be utilized. Department Heads will observe at least 2 classrooms per week and work with teachers to improve instruction and support their needs.	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, Dean of Instruction, principal, District specialists	Local, Title II, Title I	July 1, 2014 – June 30, 2015	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Principal, Dean of Instruction, Department Heads and Trailblazers will engage in focused professional learning that supports alignment of district goals and campus needs. Professional Learning will take place online through Edmodo assignments and discussion, on late arrival days and during Wednesday afternoon meetings. Topics will include campus goals, improving student engagement and success, personalized learning and incorporating technology to improve instruction and engagement.	Individual teacher and department goals Campus data Campus needs	Dean of Instruction, Department Heads, Trailblazers, Instructional Coaching Coordinator; Curriculum Coordinators, Principal	Local, Title II, Title I	July 1, 2014 – June 30, 2015	PL Plan External Coaching resources (e.g. Learning Forward) External Curriculum resources	PL day agendas; Coaches' reflections; coaches' goal sheets

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.2 All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.					PRINCIPAL: Michael D. Houston	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Analyze highly qualified teacher data between high and low poverty campuses.	Highly Qualified Report	Executive Director of Human Resources	Local, Title I, Title II	May 2014	Data reports	Data analysis documents
All schools will engage in targeted, specific activities, to enhance a positive school climate for all campus employees. #1 – Implementation of a Faculty Social Committee that organizes and coordinates monthly events that all staff and family members can attend. #2 – Campus –wide book study “How Children Succeed” to reexamine the tools necessary to help students succeed, #3- Construction of an effective Instructional coaching model #4- Provide and encourage time for professional reflection.	2014 Climate Survey	Principal, Teachers, Instructional Coaching Coordinator	Local	August 25, 2014- June 4, 2015	Meeting time, improvement plan	Survey results, approved plan
Campus and District personnel will utilize strategies to attract and retain Highly Qualified teachers and paraprofessionals that includes providing mentoring, coaching, professional learning opportunities and individual support.	Highly Qualified Report, Manning Report, Highly Qualified Plan	Executive Director of Human Resources, Principals	Local, Title I, Title II	August 25, 2014- June 4, 2015	Scientific Research-Based methods including professional learning and coaching	Highly Qualified report, PBMAS, ICRs
Campus will utilize strategies to attract and retain Highly Qualified teachers and paraprofessionals by providing Title I funds to purchase supplemental materials, attend Professional Learning opportunities, and deliver student support with additional human resources including tutors, interventionists, and academic coaches.	Highly Qualified Report, Manning Report, Highly Qualified Plan	Title I Principals and Teachers, Director of Federal Programs	Local, Title I, Title II	August 25, 2014- June 4, 2015	Scientific Research-Based supplemental materials, professional learning and coaching	Highly Qualified report, PBMAS, ICRs, Title I Compliance report

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.3 Each instructional employee will complete a minimum of 30 hours of professional learning annually.					PRINCIPAL: Michael D. Houston	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the CCISD Professional Learning Plan to provide high quality and ongoing professional development for teachers, principals and paraprofessionals.	Professional Learning survey results	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	CCISD Professional Learning Plan, System	Agendas, work products
Implement the Latitude to Learn Professional Learning Plan.	PL records	Principal, Executive Director of Professional Learning	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products
By June 4 2015 increase the number of professional learning hours earned by campus instructional staff by at least 10%.	PL records	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	PL Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.	Lesson Plans	Executive Director of PL, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products

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The following data were used as part of the Comprehensive Needs Assessment process:

Improvement Planning Data

Current and/or prior year(s) campus and/or district improvement plans
Campus and/or district planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress
Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Critical Success Factor(s) data
Accountability Distinction Designations
AEIS longitudinal data
NCLB Report Card data
PBMAS data
Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
STAAR End-of-Course current and longitudinal results, including all versions
Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
STAAR ELL Progress Measure data
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
Advanced Placement (AP) assessment data
SAT and/or ACT assessment data
PSAT and/or PLAN assessment data
Student Success Initiative (SSI), Grades 5 and 8, data
SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
SSI: Think Through Math assessment data (Grades 3-8)
Local benchmark or common assessments data
Student failure and/or retention rates

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Student Data: Student Groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender
Economically disadvantaged/Non-economically disadvantaged performance and participation data
Male/female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender
Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Annual dropout rate data
Attendance data
Discipline records
Violence and/or violence prevention records
Student surveys and/or other feedback
Class size averages by grade and subject

Parent/Community Data

Parent surveys and/or other feedback
Parent involvement rate

Support Systems and Other Data

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

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The table below shows the **student population** of CVHS in 2012-13 compared to 2007-07:

Demographic	2012-13	2007-08
African American	7.1%	6.3%
Hispanic	29.1%	19.4%
White	58.2%	73.0%
American Indian	0.5%	0%
Asian	1.1%	0.5%
Pacific Islander	0%	
Two or More Races	3.8%	0%
Economically Disadv.	37.4%	15.7%
Limited English Prof.	0%	0.5%

The table below shows the **teacher population** of CVHS in 2012-13 compared to 2007-08:

Demographic	2012-13	2007-08
African American	7.2%	5.0%
Hispanic	8.0%	4.3%
White	81.3%	88.6%
American Indian	3.6%	0%
Asian	0%	2.1%
Pacific Islander	0%	
Two or More Races	0%	0%
Male	36.6%	20.0%
Female	63.4%	80.0%

Comments:

- Campus demographics show a increase in minority and economically disadvantaged students.
- Efforts have been made to ensure that campus demographics better reflect the ethnicity breakdown of the district
- Though there are clear differences between the student population and the teacher population, and some progress has been made over the last 5 years to close gap.
- There is research to indicate that students benefit from role models.
- Over the last two years campus book studies on topics such as Culture Diversity, At-Risk Populations, and Understanding Poverty have beneficial to the campus culture.
- Clear View High School continues to seek opportunities to better equip teachers to with tools and understanding to meet the needs of a diverse population.

Clear Creek Independent School District, Clear View High School
2014-2015 Campus Improvement Plan

High School 2013 STAAR EOC Student Results*: State Average Compared to CCISD and CVHS Average

Grade Level	Subject	Course	State % Satisfactory	CCISD % Satisfactory	CVHS% Satisfactory
EOC	Reading	R1	69%	84%	75%
EOC	Writing	W1	55%	72%	73%
EOC	Mathematics	Alg1	78%	91%	94%
EOC	Science	Bio	84%	95%	91%
EOC	Social Studies	W. Geo	75%	89%	92%
EOC	Reading	R2	79%	91%	82%
EOC	Writing	W2	55%	74%	50%
EOC	Mathematics	Geom.	85%	93%	89%
EOC	Science	Chem	84%	97%	93%
EOC	Social Studies	W. Hist	71%	87%	85%

* Based on Phase 1 Standards and Initial Results Only

Recognitions & Issues	Proposed Actions
<ul style="list-style-type: none"> • Clear View maintains higher than state percentages in every area except Writing 2. • Writing performance is legitimate concern • Overall student performance needs to be improved in all ELA areas. 	<ul style="list-style-type: none"> • Utilize student data to identify and prioritize areas of concern in all subject areas. • Identify research proven strategies to assist ELA teachers with instruction • Implement a writing structure to be used in all content areas (WAC). • Implement early intervention and remediation programs (Practical Writing & Reading courses) for ELA EOCs.

Clear Creek Independent School District, Clear View High School
2014-2015 Campus Improvement Plan

The exhibit below illustrates the percent enrollment in Special Programs and Career and Technical Education in 2012-13 compared to 2006-07.

CVHS Special Program Enrollment

Program	State 2012-13	CVHS 2012-13	CVHS 2007-08
Bilingual/ESL	16.6%	0.0%	0.5%
Career Technical Education	22.0%	62.1%	78.0%
Gifted/Talented	7.7%	0%	1.6%
Special Education	8.5%	9.9%	13.1%

<i>Recognitions & Trends</i>	<i>Proposed Actions</i>
<ul style="list-style-type: none"> • Over the past five years there are fewer students (by percentage) who are participating of Career & Technical Education as well as Special Education. • CTE program participation is much higher than the state percentage. • Our students receiving special education services are above the percentage of the state 	<ul style="list-style-type: none"> • We will continue to encourage students to enroll in CTE courses. • Promote NTHS to all students.

Sources: 2008 AEIS and 2013 TAPR



**CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
Campus Improvement Plan 2014-2015**

The **student 4-year graduation rate** (graduates, not including continuers or GED completers) for the Class of 2012 was 95.87%, compared to the state with 87.7%.

In CVHS, 32% of students in the Class of 2012 demonstrated **College Readiness in both English Language Arts and Mathematics** and also 32% of students in the class of 2006. The corresponding student demographics are as follows:

Demographic	Class of 2012	Class of 2007
African American	3.8%	7.0%
Hispanic	24.4%	7.0%
White	69.2%	86.0%
American Indian	0%	0%
Asian	1.3%	0%
Pacific Islander	0%	
Two or More Races	1.3%	0%
Economically Disadv.	N/A	N/A

Issues/Trends	Proposed Actions
<ul style="list-style-type: none"> • Higher graduation rate than the state • The Hispanic population has increased considerably • As of 2013, the campus is now a Title I campus with over 40% of the total population on Free or Reduced Lunch • 	<ul style="list-style-type: none"> • We must provide ongoing support for students not meeting college readiness standards

Clear Creek Independent School District

Clear Path Alternative

Campus Improvement Plan
2014-2015

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Objectives

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state's students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the Learning of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning Objectives.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and assumes his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Clear Path Mission Statement

It is the mission of Clear Path Alternative School to develop successful students and provide them with the skills necessary to overcome adversity so that they may become productive members of our community. Clear Path serves the Clear Creek Independent School District as a Disciplinary Alternative Education Program. CPAS works with students who have been removed from their home campus for a violation of the student code of conduct. Our goal is to teach the skills necessary for students to grow into responsible, respectful members of our communities.

Clear Path Alternative INSTRUCTIONAL IMPROVEMENT STRATEGIES AND PERFORMANCE OBJECTIVES

Strategy I: We will inspire learning through an array of personalized opportunities and experiences.

Performance Objective I.1: Develop curriculum and flexible scheduling that supports student choice and personalized learning.

Strategy II: Support to meet the needs and aspirations of each student.

Performance Objective II.1: Develop a systematic approach for instructional and behavioral supports for each student.

Performance Objective II.2: Provide support so that each student will meet or exceed performance expectations on all STAAR tested areas.

Performance Objective II.3: Provide 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.

Strategy III: We will ensure safe and nurturing learning environments.

Performance Objective III.1 Implement consistent district procedures for visitors on campus and student arrival/dismissal.

Performance Objective III.2: Implement character development programs and opportunities for each student.

Performance Objective III.3: Develop a CCISD behavior framework to support the social and emotional well-being of all students and employees.

Strategy IV: We will ensure each student understands and assumes his or her role as a productive citizen.

Performance Objective IV.1: Teach responsible and effective use of technology while learning at school, home, and in the community.

Performance Objective IV.2: Provide a future-ready culture that fosters college and career exploration and readiness.

Strategy V: We will broaden and strengthen connections within our communities.

Performance Objective V.1: Develop and maintain meaningful relationships within PK-12 communities.

Strategy VI: We will ensure mutual understanding and support through effective communication.

Performance Objective VI.1: Develop and maintain mutual understanding and support through effective communication.

Strategy VII: We will build capacity for organizational change.

Performance Objective VII.1: Implement an instructional coaching model to facilitate the building of teacher capacity.

Performance Objective VII.2: Ensure that all teaching and paraprofessional staff members will meet “Highly Qualified” requirements.

Performance Objective VII.3: Provide each instructional employee with a minimum of 30 hours of professional learning annually.

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY I: We will inspire learning through an array of personalized opportunities and experiences.						
PERFORMANCE OBJECTIVE I.1: Curriculum and flexible scheduling that support student choice and personalized learning.				PRINCIPAL: Sandra Davenport		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
By April 17, 2015 all instructional staff will complete a minimum of eight hours of professional learning, in a variety of formats, on personalized learning for students.	Number of available options	Principal	Local	August 25-December 12, 2014	Technology to track	Campus documentation of opportunities
By December 14, 2014 increase general education placements for students receiving special education, as individually appropriate.	2013-2014 student placements	Principal, Teachers	Local, IDEA	August 25-	Teachers to support inclusion	Summative data showing increase; increased student performance on summative assessments

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.1: A systematic approach for instructional and behavioral supports for each student.				PRINCIPAL: Sandra Davenport		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By December 14, 2014 compile a listing all academic and behavior support options available for students. <ol style="list-style-type: none"> 1. Behavior point system 2. On campus TEA mandated counseling programs. 	District and Campus needs assessment	Principal, Director of Assessment & Evaluation, At-Risk Coordinator, Executive Director of C&I	Local	August 25, 2014 – December 14, 2014	Template provided by the Department of Assessment and Evaluation	Listing submitted to assistant superintendent by December 12, 2014
By May 12, 2015 the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.	Campus developed listing	Principal, Director of Assessment & Evaluation	Local	January 6, 2015 – May 12, 2015	Data analyst time to review/rank	Ranked listing submitted to assistant superintendent by May 12, 2015

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					PRINCIPAL: Sandra Davenport	
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
UPDATE BASED ON CAMPUS 2014 STAAR RESULTS, USING ALL STUDENTS Improve student passing on STAAR as follows: <ul style="list-style-type: none"> • 6th grade reading from 88% to 95% • 6th grade math from 88% to 95% • 7th grade reading from 87% to 95% • 7th grade math from 82% to 90% • 7th grade writing from 84% to 90% • 8th grade reading from 93% to 95% • 8th grade math from 92% to 95% • 8th grade science 86% to 90% • ELA I EOC from 86% to 90% • ELA II EOC from 88% to 90% • Algebra I EOC from 96% to 97% • Biology EOC from 99% to 100% • US History EOC from 97% to 98% 	Individual student data reports identifying strengths and weaknesses	Assistant Superintendents, Director of Assessment & Evaluation, Principal, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	AWARE data, designated, planned time for data review, time for intervention, communication methods for students and parents	Ongoing progress reports for each student
Improve student attendance rate from 87.4% to 90.0%.	Previous year student attendance rate	Principal, Counselor, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	Weekly student attendance reports	Nine-weeks review
All schools will implement a minimum of three District endorsed, scientifically based instructional methods to be used for student groups to show success/improvement in all core content areas. (Title I)	Formative, summative assessments results	Principal	Local, State compensatory, Title I	August 25, 2014- April 23, 2015	Professional Learning sessions	Student performance, professional Learning attendance records
Complete a thorough data analysis of the performance of students receiving special education services and make instructional modifications as a result of this analysis. (Title I)	Student assessment results	Director of Assessment and Evaluation	Local, Title I	August 25, 2014- April 23, 2015	Student data	Meeting agendas; planning documents

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

PERFORMANCE OBJECTIVE II.3: Provide each student receiving support through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies designed to improve academic achievement.					PRINCIPAL: Sandra Davenport	
NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement identified instructional approaches, including, Sheltered Instruction and SIOP, that will be used to address the needs of students identified as ELL.	Student assessment data	Director for ELL; Bilingual Coordinator	Local, Title III	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches including "Why Try" and Bay Area Turning Point that will be used to address the needs of students identified as At-Risk.	Student assessment data	At-Risk Coordinator	Local, State Compensatory	August 2014/June 2015; Student data review will occur every 9 weeks	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches, including Professional development provided by SPED, that will be used to address the needs of students receiving special education services.	Student assessment data	Director of Special Education; Principal	Local, IDEA Funds	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.	Student assessment data	Section 504 Coordinator	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches 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	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Clear Path will work in conjunction with Clear View and Clear Stars to address drop-out prevention.	Student assessment results	Principal, Counselor	State compensatory funds	Review every nine weeks	Professional Learning	Student completion rates
All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction. (State Compensatory funding).	Student grade reports	Principal	State compensatory funds	Review every nine weeks	Supporting curriculum documents	Student assessment results

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.1 Consistent district procedures for visitors on campus and student arrival/dismissal.					PRINCIPAL: Sandra Davenport	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
100% of staff will be trained in visitor procedures by January 30, 2015.	Current written procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures	Audit of each campus
100% of staff will be trained in student arrival and dismissal procedures by January 30, 2015.	Campus-based procedures review; development of district procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures; PL materials	Audit of each campus
Complete a minimum of 9 fire drills and 2 lock-down drills.	Previous year record of drills	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	Tracking system	Drill records
Provide orientation for all staff and students for protect mode and bad weather response.	Debrief of responses	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	PL materials	Orientation records

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.2: Provide opportunities for all students in character development programs and activities.					PRINCIPAL: Sandra Davenport	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the Safe School Ambassadors' program at all secondary campuses, measuring the outcome and monitoring levels of student participation.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Secondary Education	Local, Title IV	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of SSA activities
Implement elementary campus-based character education programs measuring the outcome and monitoring levels of student participation.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Elementary Education	Local, Title IV	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of activities
Implement coordinated school health programs at each campus. Clear Path staff will model and promote healthy eating habits and encourage participation in fitness programs.	Student fitness assessment data	Principal, Health Coordinator	Local	August 25, 2014- June 4, 2015	Instructional materials	Fitness Gram results

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.3: CCISD behavior framework on the social and emotional well-being of all students and employees.					PRINCIPAL: Sandra Davenport	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Reduce incidents of student bullying behavior.	2013-2014 Campus Bully Tracking Report	Principal, Teachers	Local	August 25, 2014- June 4, 2015	Bully Tracking System	Monthly review of discipline referrals
The district will form a CCISD behavior framework design team to create a plan for 2015-2016 implementation.	Inventory of all behavior and character programs used at each site	Director of Student Personnel Services	Title I	August 25, 2014- June 4, 2015	Meeting time	Monthly written progress reports
All campuses will implement District endorsed strategies to address suicide prevention.	Counselor referral	Counselor	Local	August 25, 2014- June 4, 2015	Professional Learning; counseling plan	Counseling logs; safe and healthy students
All campuses will implement District endorsed strategies to address conflict resolution.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to address violence prevention.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to focus on building relationships with students.	Campus climate survey results	Principal	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.	Student discipline records	Principal	Local	August 25, 2014- June 4, 2015	Forms, procedures, professional Learning	Student discipline data

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				PRINCIPAL: Sandra Davenport		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Ensure that a minimum of 3 teachers submit videos for the Technology Integration Matrix (TIM).	Number of CCISD videos posted on TIM	Director of Learning Technology; Principal; Teachers	Local; CCEF Grant	August 25, 2014- June 4, 2015	Video recording equipment	Monthly report of TIM status by campus
Each student will meet performance expectations on the Digital Citizenship Assessment.	Previous year violations of RUG	Principal	Local	August 25, 2014- October 20, 2014	DC Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.	Previous year violations of RUG	Principal	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations
By May 30, 2015 increase from xx% to 98% the percentage of 8 th grade students demonstrating proficiency on the Learning.com Technology Assessment. (Intermediate only)	Previous year results	Director of Learning Technology; Principal; Teachers	Local	August 25, 2014 – May 30, 2015	Assessment instrument	Summative assessment results

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.2: A future-ready culture that fosters college and career exploration and readiness.					SUPERINTENDENT: Dr. Greg Smith	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Each 6 th grade student will complete the Learning Styles Inventory in Naviance, improving usage from 50% to 100%	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
Each 7 th grade student will complete the Career Key Assessment in Naviance, improving usage from 50% to 100%.	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal, Counselors	Local	August 25, 2014 – February 27, 2015	Naviance	Campus usage results
Each 8 th grade student will complete the Career Cluster Finder in Naviance, improving usage from 50% to 100%.	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
Each student in grades 8 th – 11 th will create Course Plans in Naviance, improving usage from 60% to 100%.	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.	College information	Principal	Local	August 25, 2014 – September 15, 2014	Printing materials	Walk-through
The district and campus will provide information regarding graduation requirements as outlined in House Bill 5.	Parent survey data	Director of Student Personnel Services; Principal, Counselors	Local	August 25, 2014 – June 4, 2015	High school planning resources	Web-site
District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.	Review of curriculum	Executive Director of Curriculum and Instruction	Local	October 3, 2014 – March 2, 2015	Curriculum documents	Ongoing status reports; final report
By May 12, 2015 increase the percentage of AP students taking an AP test from 75% to 80%.	Campus AP Data	Director of Advanced Academics, Principal, Dean	Local	August 25, 2014 – June 4, 2015	AP instructional materials	AP report

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY V: We will broaden and strengthen connections within our communities.						
PERFORMANCE OBJECTIVE V.1: Processes that develop and maintain meaningful relationships within PK-12 communities.					PRINCIPAL: Sandra Davenport	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By September 30, 2014 each campus will identify the PK-12 community of which they are a part.	Current PK-12 Communications	Director of Communications, Principal	Local	August 25, 2014 – September 30, 2014	Attendance zone and community information	All PK-12 communities identified
By December 19, 2014 each principal will tour at least 2 schools within his/her PK-12 community.	NA	Assistant Superintendent, Director of Communications, Principal	Local	August 25, 2014 – December 19, 2014	Scheduled campus visits	Record of campus visited submitted by January 9, 2015
By May 1, 2015 at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.	PK-12 Community Listing	Assistant Superintendent, Director of Communications, Principal	Local	January 6, 2015 – May 1, 2015	Communication modes	Communication logs or materials submitted by June 4, 2015.
Coordinate with PK-12 community to ensure that no major campus events overlap.	Event calendar	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	PK-12 Community calendars	Calendar of events
By October 2014 the campus will exclusively utilize Skylert for mass voice, text and e-mail communications.	Prior system	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	Skylert system	Log of messages sent

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY VI: We will ensure mutual understanding and support through effective communication						
PERFORMANCE OBJECTIVE VI.2: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					PRINCIPAL: Sandra Davenport	
NCLB GOAL 1: By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
CPAS will continue to utilize weekly progress reports to improve communication between teachers, students and parents regarding students' academic progress.	2014 Parent Involvement Survey	Principal, Director of Communications	Local	October 2014- June 2015	District survey; meeting time; plan to improve	Outreach documentation
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 assistance available at the school. (Title I) 	Parent/Teacher Conference Records	Assistant Superintendents; Principal	Local	October 2014- June 2015	Meeting time; meeting space	Conference Logs Maintained in Google campus F: drive
All campuses receiving Title I assistance will implement strategies to provide parents individual student assessment results in a language the parent can understand. N/A at CPAS	School correspondence	Principal	Title I	October 2014/June 2015	District survey; meeting time; plan to improve	2014 Parent Involvement Survey

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.1: An instructional coaching model to facilitate the building of teacher capacity.					PRINCIPAL: Sandra Davenport	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.	Teacher reflection	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan;	Teacher goal sheets
Teachers will have ongoing access to coaching for job embedded professional learning to enhance first time instruction. There are no instructional coaches at CPAS. Peer to Peer coaching.	Individual teacher goals Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014- June 30, 2015	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Instructional coaches will work directly with teachers and teacher teams to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction. There are peer to peer coaches at CPAS	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Instructional coaches will engage in focused professional learning that supports alignment of district goals and campus needs.	Individual coach goals Campus data Campus needs	Instructional coaches, Instructional Coaching Coordinator; Curriculum Coordinators, Principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan External Coaching resources (e.g. Learning Forward) External Curriculum resources	PL day agendas; Coaches' reflections; coaches' goal sheets

Clear Creek Independent School District, Clear Path
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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.2 All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.					PRINCIPAL: Sandra Davenport	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
Analyze highly qualified teacher data between high and low poverty campuses.	Highly Qualified Report	Executive Director of Human Resources	Local, Title I	May 2014	Data reports	Data analysis documents
All schools will engage in targeted, specific activities: <ol style="list-style-type: none"> 1. Teachers will be encouraged to participate with their teaching teams in school activities for Red Ribbon Week, Halloween contest, Go Texan Day etc. 2. We will develop an active climate committee to set up after school meetings. 	2014 Climate Survey	Principal	Local	August 25, 2014- June 4, 2015	Meeting time, improvement plan	Survey results, approved plan

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.3 Each instructional employee will complete a minimum of 30 hours of professional learning annually.					PRINCIPAL: Sandra Davenport	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the CCISD Professional Learning Plan.	Professional Learning survey results	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	CCISD Professional Learning Plan, System	Agendas, work products
Implement the Latitude to Learn Professional Learning Plan.	PL records	Principal, Executive Director of Professional Learning	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products
By June 4 2015 increase the number of professional learning hours earned by campus instructional staff by at least 10%.	PL records	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	PL Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.	Lesson Plans	Executive Director of PL, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products

Clear Creek Independent School District, Clear Path 2014-2015 Campus Improvement Plan

The following data were used as part of the comprehensive needs assessment process:

Improvement Planning Data

Current and/or prior year(s) campus and/or district improvement plans
Campus and/or district planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress
Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Critical Success Factor(s) data
Accountability Distinction Designations
AEIS longitudinal data
NCLB Report Card data
PBMAS data
Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
STAAR End-of-Course current and longitudinal results, including all versions
Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
STAAR ELL Progress Measure data
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
Advanced Placement (AP) assessment data
SAT and/or ACT assessment data
PSAT and/or PLAN assessment data
Student Success Initiative (SSI), Grades 5 and 8, data
SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
SSI: Think Through Math assessment data (Grades 3-8)
Local benchmark or common assessments data
Student failure and/or retention rates

Clear Creek Independent School District, Clear Path
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Student Data: Student Groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender
Economically disadvantaged/Non-economically disadvantaged performance and participation data
Male/female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender
Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Annual dropout rate data
Attendance data
Discipline records
Violence and/or violence prevention records
Student surveys and/or other feedback
Class size averages by grade and subject

Parent/Community Data

Parent surveys and/or other feedback
Parent involvement rate

Support Systems and Other Data

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

Clear Creek Independent School District, Clear Path
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The table below shows the **student population** of Clear Path in 2013-14 compared to the current population:

Demographic	2013-14	Current
African American	15%	17%
Hispanic	25%	36%
White	54%	39%
American Indian	0.1%	0.0%
Asian	0.4%	0.2%
Pacific Islander	0.1%	
Two or More Races	0.5%	N/A
Economically Disadv.	37%	47.7%
Limited English Prof.	5%	6.9%

The table below shows the **teacher population** of Clear Path in 2013-14 compared to the current population:

Demographic	2013-14	Current
African American	1.5%	1.5%
Hispanic	0.0%	0.0%
White	98.%	98.5%
American Indian	0.0%	0.0%
Asian	0.0%	0.0%
Pacific Islander	0.0%	
Two or More Races	0.0%	N/A
Male	29%	36.8%
Female	71%	63.2%

The above data that is listed as current reflects the numbers at Clear Path through the first 6 weeks of 2014-2015.

- Currently we are seeing an increase in African Americans, Hispanics, and ELL students being referred to AEP as compared to last year.
- Our staff is not culturally diverse, but still are very effective at meeting the needs of our students.
- One of our goals is to increase the academic diversity of our staff when possible.

Clear Creek Independent School District, Clear Path
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Elementary 2013 STAAR Student Results*: State Average Compared to CCISD Average

Grade Level	Subject	State % Satisfactory	Region 4 % Satisfactory	CCISD % Satisfactory
3	Reading	81%	81%	90%
4	Reading	72%	73%	86%
5	Reading	77%	77%	89%
4	Writing	70%	72%	82%
3	Mathematics	70%	71%	77%
4	Mathematics	69%	72%	81%
5	Mathematics	77%	77%	89%
5	Science	73%	74%	82%

* Based on Phase 1 Standards

When you compare these data sets, what issues do you see? What actions might you recommend as a result of these issues?

Issues	Proposed Actions
<ul style="list-style-type: none"> • CCISD performance is better than that of the state and the region. • Lower levels of math performance, particularly at 3rd grade are a concern. • Would like to see writing performance at a higher level. 	<ul style="list-style-type: none"> • Teach computation skills at preceding grade levels. • We must create a better balance between computation and conceptual develop in math. • All the discreet skills needed to be a successful writer need to be explicitly taught.

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

Intermediate 2013 STAAR Student Results*: State Average Compared to CCISD Average

Grade Level	Subject	State % Satisfactory	Region 4 % Satisfactory	CCISD % Satisfactory
6	Reading	72%	74%	86%
7	Reading	78%	80%	89%
8	Reading	83%	84%	93%
7	Writing	71%	73%	83%
6	Mathematics	74%	76%	85%
7	Mathematics	72%	73%	85%
8	Mathematics	76%	78%	88%
8	Science	75%	78%	90%
8	Social Studies	64%	67%	79%

** Based on Phase 1 Standards*

When you compare these data sets, what issues do you see? What actions might you recommend as a result of these issues?

Issues	Proposed Actions
<ul style="list-style-type: none"> • Writing performance at 7th grade although higher than the state and region should be higher. • Social studies performance is lower than we are accustomed to seeing. • Would like to see all performance categories should be at the 90% satisfactory range. 	<ul style="list-style-type: none"> • At CPAS we are stressing the concept of reading across all grade levels. Students are required to have a library book. • The 6th and 7th grade social studies curriculums should enhance the 8th grade curriculum. • There will be dedicated time for writing to enhance not only communication skills, but also test preparation.

Clear Creek Independent School District, Clear Path
2014-2015 Campus Improvement Plan

High School 2013 STAAR EOC Student Results*: State Average Compared to CCISD Average

Grade Level	Subject	Course	State % Satisfactory	Region 4 % Satisfactory	CCISD % Satisfactory
EOC	Reading	R1	60%	70%	84%
EOC	Writing	W1	55%	55%	72%
EOC	Mathematics	A1	78%	79%	91%
EOC	Science	BI	84%	85%	95%
EOC	Social Studies	WG	75%	77%%	89%

** Based on Phase 1 Standards and Initial Results Only*

When you compare these data sets, what issues do you see? What actions might you recommend as a result of these issues?

Issues	Proposed Actions
<ul style="list-style-type: none"> • Writing performance is a struggle and the increased use of electronic devices does not encourage formal writing. • Passing standards for Algebra I and Biology are so low that it has created a false sense of security • There is a great deal of opportunity for growth in all areas 	<ul style="list-style-type: none"> • We must use AWARE data more efficiently to determine strengths and weaknesses • We need to ensure there is alignment between taught and tested curricula is content and context • We need to possibly return to the writing across the curriculum that was required in the past.

Clear Creek Independent School District, Clear Path
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CCISD serves 3,339 students in the **Bilingual/ESL** program, 11,300 students in the **Career and Technical Education** program, 3,333 students in the **Gifted and Talented** program, and 3,707 students in the **Special Education** program. The exhibit below illustrates the percent enrollment in these programs in 2012-13 compared to 2006-07.

CCISD Special Program Enrollment

Program	State 2012-13	CCISD 2012-13	2006-07
Bilingual/ESL	16.6%	8.5%	6.1%
Career Technical Education	22.0%	28.6%	24.6%
Gifted/Talented	7.7%	8.4%	7.1%
Special Education	8.5%	9.4%	9.9%

When you compare these data sets, what trends do you see? What actions might you recommend as a result of these trends?

Trends	Proposed Actions
<ul style="list-style-type: none"> • Continue to see growth in our students who are English Language Learners • Our students receiving special education services are above the percentage of the state. Likewise the number of SPED students being served at Clear Path is high. • CCISD needs to encourage growth in the GT program. 	<ul style="list-style-type: none"> • Provide additional professional learning support for teachers to meet the needs of ELL students • Continue to emphasize the importance of students needing access to the general education curriculum • We need more home campus staff trained to better meet the needs of SPED students.

Sources: 2006 AEIS and 2013 TAPR

Clear Creek Independent School District, Clear Path
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The **student 4-year graduation rate** (graduates, not including continuers or GED completers) for the Class of 2012 was 94.7%, compared to the state with 87.7%.

In CCISD, 36.1% of students completed an **Advanced Course** in 2012-13 compared to 27.1% in 2005-06; of the students completing an advanced course, the student demographics are as follows:

Demographic	2012-13	2005-06
African American	21.1%	16.5%
Hispanic	26.5%	17.0%
White	37.7%	27.4%
American Indian	44.8%	25.6%
Asian	62.8%	49.1%
Pacific Islander	38.1%	
Two or More Races	35.5%	N/A
Economically Disadv.	21.4%	12.8%
Limited English Prof.	9.7%	11.7%

In CCISD, 75% of students in the Class of 2012 demonstrated **College Readiness in both English Language Arts and Mathematics** compared to 69% of students in the class of 2006. The corresponding student demographics are as follows:

Demographic	Class of 2012	Class of 2006
African American	59%	55%
Hispanic	67%	55%
White	79%	72%
American Indian	89%	50%
Asian	81%	76%
Pacific Islander	*	
Two or More Races	74%	N/A
Economically Disadv.	54%	46%



CLEAR CREEK INDEPENDENT SCHOOL DISTRICT Campus Improvement Plan 2014-2015

When you compare these data sets, what issues/trends do you see? What actions might you recommend as a result of these issues/trends?

Issues/Trends	Proposed Actions
<ul style="list-style-type: none"> • Reporting of student groups have changed • New standards for college readiness will be implemented next year through the Texas Success Initiative Assessment • Over the past 6 years as a district we have made some gains in students taking advanced courses. 	<ul style="list-style-type: none"> • We must provide ongoing support for students not meeting college readiness standards • CPAS will implement technology to enhance the skills of CCISD students and expedite the closing of achievement gaps. • CPAS will build academic confidence in students so that they are more willing to participate in advanced courses.

DEIC Planning Sub-Committee Team Members:

Robert Bayard	Tracy Pattat
Marina Collier	Geraldine Spratlin
Steven Ebell	Edward Yeomans
Kelly Galley	

The CCISD State Compensatory Program (SCE) consists of funding for direct instruction aimed at closing the achievement gap on state assessments, funding to support summer school programs, funding to support Clear Path Alternative School, and funding to support the Community in Schools (CIS) Program.

- Library Services funding is utilized in CCISD to integrate technology and/or library services across the curriculum.
- Title III funding is utilized in CCISD to provide students identified as second language learners with materials and resources to develop language proficiency skills.
- Title IV funding is utilized in CCISD to implement preventative activities and programs to reduce the use of drugs and to prevent violence.

Federal special education funding is utilized in CCISD to provide students identified with special needs diagnostic mathematics and reading assessments along with computer aided lessons focusing on areas of need, assistive technology for communication/instructional purposes, and access to the general education curriculum through either staff Learning and or distance learning equipment.

Clear Creek Independent School District

Clear Springs High School

Campus Improvement Plan

2014-2015

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Objectives

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state's students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the Learning of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning Objectives.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and assumes his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Clear Springs High School Mission Statement



The mission of Clear Springs High School is to:

Collaborate and build relationships between students, educators, parents, and the community to foster a culture of learning, respect, and loyalty;

Educate all students using a variety of mediums and teaching methods in an environment of high expectations where students feel safe, accepted, encouraged, and respected;

Inspire students to succeed both academically and socially by creating an atmosphere that celebrates diversity, fosters a sense of community, and instills an uncompromising commitment to excellence; and

Provide a rigorous and relevant curriculum that allows all students to reach their highest potential and to function as productive and successful citizens in an ever-changing society.

CLEAR SPRINGS HIGH SCHOOL INSTRUCTIONAL IMPROVEMENT STRATEGIES AND PERFORMANCE OBJECTIVES

Strategy I: We will inspire learning through an array of personalized opportunities and experiences.

Performance Objective I.1: Develop curriculum and flexible scheduling that supports student choice and personalized learning.

Strategy II: Support to meet the needs and aspirations of each student.

Performance Objective II.1: Develop a systematic approach for instructional and behavioral supports for each student.

Performance Objective II.2: Provide support so that each student will meet or exceed performance expectations on all STAAR tested areas.

Performance Objective II.3: Provide 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.

Strategy III: We will ensure safe and nurturing learning environments.

Performance Objective III.1 Implement consistent district procedures for visitors on campus and student arrival/dismissal.

Performance Objective III.2: Implement character development programs and opportunities for each student.

Performance Objective III.3: Develop a CCISD behavior framework to support the social and emotional well-being of all students and employees.

Strategy IV: We will ensure each student understands and assumes his or her role as a productive citizen.

Performance Objective IV.1: Teach responsible and effective use of technology while learning at school, home, and in the community.

Performance Objective IV.2: Provide a future-ready culture that fosters college and career exploration and readiness.

Strategy V: We will broaden and strengthen connections within our communities.

Performance Objective V.1: Develop and maintain meaningful relationships within PK-12 communities.

Strategy VI: We will ensure mutual understanding and support through effective communication.

Performance Objective VI.1: Develop and maintain mutual understanding and support through effective communication.

Strategy VII: We will build capacity for organizational change.

Performance Objective VII.1: Implement an instructional coaching model to facilitate the building of teacher capacity.

Performance Objective VII.2: Ensure that all teaching and paraprofessional staff members will meet “Highly Qualified” requirements.

Performance Objective VII.3: Provide each instructional employee with a minimum of 30 hours of professional learning annually.

DISTRICT STRATEGY I: We will inspire learning through an array of personalized opportunities and experiences.						
PERFORMANCE OBJECTIVE I.1: Curriculum and flexible scheduling that support student choice and personalized learning.				PRINCIPAL: Gail Love		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION

Clear Creek Independent School District, Clear Springs High School
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By April 17, 2015 all instructional staff will complete a minimum of eight hours of professional learning, in a variety of formats, on personalized learning for students.						
Faculty will participate in a Break-Out Session that focuses on Personalized Learning in the classroom.	District Strategic Plan	Instructional Specialists (Math and Science)	Local	August 2014	N/A	Attendance Sign In Sheets
Faculty will participate in a Campus Professional Development Session focusing on the creation of a working definition and vision of what Personalized Learning will look like in classrooms at CSHS.	District Strategic Plan	Lead Trailblazers	Local	October 2014	N/A	Attendance Sign In Sheets
Faculty will have access to articles concentrating on Personalized Learning by posting copies in the campus Edmodo group.	District Strategic Plan	Principal	Local	August 2014- April 2015	Recent Articles on Personalized Learning	Amount of articles posted in Edmodo
By December 14, 2014 increase general education placements for students receiving special education, as individually appropriate.						
Develop a master schedule that supports inclusion classes, minimize student/teacher ratios, and fosters an ability for greater individualized support to students receiving special education services.	District Strategic Plan	Associate Principal	Local	August 2014- May 2015	Teaching Units	Summative data showing increase; increased student performance on summative assessments
Create separate test scantrons for the Modified Common Assessments in Aware.	District Strategic Plan	Course Leads	Local	August 2014- May 2015	Eduphoria – Aware Access	Amount of Modified Common Assessments available in Aware

Clear Creek Independent School District, Clear Springs High School
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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.1: A systematic approach for instructional and behavioral supports for each student.					PRINCIPAL: Gail Love	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By December 14, 2014 compile a listing all academic and behavior support options available for students.						
Offer opportunities for academic support to students through: <ul style="list-style-type: none"> after school tutorials on Tuesday/Thursday afternoons from 2:30-3:15. 	District Strategic Plan	Dean of Instruction	Local	August 2014 – June 2015	Teachers available in classrooms	Listing of Support sent to District Coordinator of At-Risk Services
Offer opportunities for academic support during the school day to students through: <ul style="list-style-type: none"> Practical Writing Course focusing on ELA content support. Separate sections created for students identified in need of ELA 1 and ELA 2 support based on their individual scores on the ELA EOC exams. STAAR Math Course focusing on Algebra 1 content support. College Prep Math Course focusing on the math content that will help students to be successful on the TSIA – Math. Individual Pullouts once per week for students that are in need of not meeting Level II on the EOC exam and are no longer enrolled in the course (Alg 1, Bio, ELA 1, ELA 2, US History). Power Up Days – All day Pullout session that reviews all TEKS in a content area. Open to students that have attempted but not yet been successful in meeting Level II on an EOC Exam. 	District Strategic Plan	Dean of Instruction	Local and Compensatory Education	August 2014 – June 2015	Teaching units Student Writing Samples from previous EOC Exams Released EOC Exams Information regarding the TSIA – Math Content material and lessons	Listing of Support sent to District Coordinator of At-Risk Services

Clear Creek Independent School District, Clear Springs High School
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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
CONTINUED: By December 14, 2014 compile a listing all academic and behavior support options available for students.						
Offer opportunities for academic support outside the school day to students through: <ul style="list-style-type: none"> • Academic Lab before school open to all students • Springboard – after school tutorial help on Tuesday/Thursday from 3:15-4:30 • Transportation home via a “Late Bus” that will allow students to attend tutorials (open to all students) • Writing Academies after school to assist students on the writing portion of the ELA EOC exams.(open to all students; personalized invitation to identified students) • Saturday Academies – Review sessions which are open to all students. Emphasis is on the Readiness TEKS in Alg 1, Bio, and US History. (open to all students; personalized invitation to identified students) 	District Strategic Plan	Dean of Instruction	Compensatory Education	August 2014 – June 2015	Teachers who have content area expertise	Listing of Support sent to District Coordinator of At-Risk Services
Offer opportunities for alternative learning environments to students such as: <ul style="list-style-type: none"> • Credit Recovery • Clear Stars • Clear View HS • Jumpstart English (English 1 only) • PSAT/ACT Prep Courses 	District Strategic Plan	Counselors and Assistant Principals	Local	August 2014 – June 2015	Teaching units; Computers with reliable internet access; informational fliers	Enrollment in Support Structures
Offer opportunities for behavioral support such as: <ul style="list-style-type: none"> • PASS Program • Group Counseling with the Support Counselor 	District Strategic Plan	Principal	Local	August 2014 – June 2015	Faculty Units	Attendance Records
Create a flowchart of support structures	District Strategic Plan	Dean of Instruction	Local	August 2014 – June 2015	Campus Improvement Plan	Listing of Support sent to District Coordinator of At-Risk Services

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By May 12, 2015 the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.						
Attendance will be recorded for all campus programs used for Academic EOC support.	District Strategic Plan	Dean of Instruction	Local	August 2014 - May 2015	Attendance Sheets or sign in process	EOC Support Structures Documentation Report
Implement an evaluation of EOC support on campus through: <ul style="list-style-type: none"> • Monthly meeting regarding students serviced through individual pullouts • Meetings each 6 weeks regarding progress of GPC placed students • Grade checks for students enrolled in STAAR Math and Practical Writing classes • Failure rate reports each grading period 	District Strategic Plan	Dean of Instruction	Local	September 2014 – May 2015	List of students that are in need of support; Student Grade Report	EOC Support Structures Documentation Report

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					PRINCIPAL: Gail Love	
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Improve student passing on STAAR as follows: <ul style="list-style-type: none"> • ELA I EOC from 86.5% to 90% • ELA II EOC from 85.7% to 90% • Algebra I EOC from 91% to 97% • Biology EOC from 97% to 100% • US History EOC from 96% to 98% 						
ELA <ul style="list-style-type: none"> • Practice writing prompts in timed sessions to expose students to time limits that will help students develop time management skills for the ELA EOC Exams. Algebra 1 <ul style="list-style-type: none"> • Dual enrollment of 9th grade students (that have been identified as struggling in 8th grade math) into both IPC and Biology 	2014 State Assessment Data	Principal	Local	August 2014 – June 2015	Teaching Units	2015 State Assessment Data
Create Common Assessments that include mirror/parallel test items.	2014 State Assessment Data	Course Leads	Local	August 2014 – March 2015	Released EOC Exams	2015 State Assessment Data
Create Content Specific Blitz Activities to prepare/review for EOC Exams.	2014 State Assessment Data	Department Heads and Course Leads	Local	August 2014 – March 2015	Collaboration Time, Historical Student Data; Benchmark Data	2015 State Assessment Data
Administer District Learning Checkpoints and analyze results as a collaborative team to guide future instruction in the classroom.	2014 State Assessment Data	Department Heads and Course Leads	Local	August 2014 – March 2015	District Created Learning Checkpoints; Aware	2015 State Assessment Data

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Improve student attendance rate from 95.4% to 96.5% Grade 9 = 96.4% → 96.5% Grade 10 = 95.8% → 96.5% Grade 11 = 96.0% → 96.5% Grade 12 = 94.0% → 96.5% *Attendance rate designated as the Minimum Attendance Rate needed to meet Quartile 1 Minimum Score in 2014.						
Implement the "NEAT" Program (Never Ever Be Absent or Tardy) to celebrate students that have perfect attendance during the 2014-2015 school year by hosting an Ice Cream Social.	2014 Student Attendance Rate	Principal	Local	October 2014 - May 2015 (Begin at 2 nd 9 Weeks)	Attendance Reports; Reward Incentives (Ice Cream)	Increased Student Attendance
Create a Campus Attendance Plan that monitors student tardies, truancies, and poor attendance.	2014 Student Attendance Rate	Associate Principal	Local	September 2014	N/A	Campus Attendance Plan
Develop a list of students that are showing early signs of attendance issues.	2014 Student Attendance Rate	Assistant Principals, Attendance Clerk, Attendance Officer	Local	September 2014	Attendance Report	Increased Student Attendance
Monitor student attendance by developing a Weekly Attendance List.	2014 Student Attendance Rate	Attendance Officer	Local	August 2014 - May 2015	Attendance Report	Increased Student Attendance
Administrative team will monitor teacher efficiency and accuracy of attendance procedures.	2014 Student Attendance Rate	Principal	Local	August 2014 - May 2015	Attendance Report	Increased Student Attendance
Utilize Tardy Sweep Stations in between class periods.	2014 Student Attendance Rate	Principal	Local	August 2014 - May 2015	Computerized Tardy Sweep System	Decreased Amount of Student Tardies
Conference with the 11 th -12 th Grade Students that demonstrate difficulty arriving to 1 st & 2 nd Period to eliminate their opportunity for driving privileges.	2014 Student Attendance Rate	Assistant Principal - Parking	Local	August 2014 - May 2015	Attendance Reports	Increased Student Attendance
Utilize School Messenger system to make daily calls to parents of students that are marked absent.	2014 Student Attendance Rate	Principal	Local	August 2014 - May 2015	Attendance Reports; School Messenger System	Increased Student Attendance
Encourage all students to find and join an organization, activity, or club.	Student Participation in Clubs during 2013-2014 school year	Career Specialist	Local	September 2014 - May 2015	List of Clubs/Activities Available	Student Participation in Clubs during the 2014-2015 school year

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
All schools will implement a minimum of three District endorsed, scientifically based instructional methods to be used for student groups to show success/improvement in all core content areas. (Title I)						
Increase Personalized Learning Opportunities to support academic learning in the classroom.	District Strategic Plan	Principal	Local	August 2014 - May 2015	Professional Development on Personalized Learning; Team Collaboration Time to design lessons	Teacher Lesson Plans
Encourage the use of technology to support academic learning.	District Strategic Plan	Principal	Local	August 2014 - May 2015	Keyboards for student use in the classroom during lessons	Teacher Lesson Plans
Encourage the use of Common Learning Framework Strategies to support academic learning in the classroom.	District Strategic Plan	Principal	Local	August 2014 – May 2015	Team Collaboration Time to design lessons	Teacher Lesson Plans
Implement Content Specific Instructional Strategies that support content subjects such as: <ul style="list-style-type: none"> • Math → Multiple Representations • ELA → Literature to Literacy • Science → Vocabulary Strategies • LOTE → Vocabulary Strategies • Social Studies → Formative Assessment Strategies • CTE → Performance Based Tasks 	District Strategic Plan	Principal	Local	August 2014 - May 2015	Team Collaboration Time to design lessons	Teacher Lesson Plans
Complete a thorough data analysis of the performance of students receiving special education services and make instructional modifications as a result of this analysis. (Title I)						
Conduct a Staffing to review data relevant to testing decisions for students enrolled in Special Education.	District Strategic Plan	Special Education Team Lead; Testing Coordinator; Dean of Instruction; Principal	Local	February 2015	Common Assessment Data; List of Special Education Students; Previous ARD Decisions for individual students	List of student's testing accommodations

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.3: Provide each student receiving support through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies designed to improve academic achievement.					PRINCIPAL: Gail Love	
NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement identified instructional approaches that will be used to address the needs of students identified as ELL.						
Teachers will participate in Professional Learning Opportunities aimed at ensuring the general education success of students receiving ELL services. (SIOP Training)	2014 Student Performance Data	Assistant Principal – ELL Duties	Local	August 2014- June 2014	Professional Development (SIOP Training)	Records of Attendance
Teachers of ELL students will incorporate Sheltered Instruction Strategies into lessons.	2014 Student Performance Data	Teachers and Assistant Principals	Local	August 2014- June 2014	Time to design lesson plans	Lesson Plans posted in Forethought
Teachers will post ELPS in the classroom and note the use in daily lesson plans.	2014 Student Performance Data	Teachers and Assistant Principals	Local	August 2014- June 2014	Copy of the ELPS for each teacher; ELPS listed in Forethought	Lesson Plans posted in Forethought
Sheltered classes will be created in the master schedule to facilitate classroom structures that minimize student/teacher ratios and foster greater individualized support to students receiving ELL services.	2014 Student Performance Data	Associate Principal	Local	August 2014- June 2014	Teaching units	Master Schedule
Implement identified instructional approaches that will be used to address the needs of students identified as At-Risk.						
Campus staff will utilize the SST Laser Focus tool to document and obtain information as a means for individualizing support to students identified, officially or unofficially, as At-Risk.	2014 Student Performance Data	Teachers, Specialists, Counselors, & Administrators	Local	August 2014 – June 2014	Laser Focus Tool; PD Training	
Each teacher will select at At-Risk “Student Needing a Pat and a Push” (SNAPP) to mentor, guide, and support throughout the year.	2014 Student Grades (1 st 9 Weeks)	Dean of Instruction	Local	October 2014 - June 2015	EOC Data; Failure Report; At-Risk Rosters	Teacher logs

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement identified instructional approaches that will be used to address the needs of students receiving special education services.						
Inclusion classes will be created to facilitate classroom structures that minimize student/teacher ratios and foster greater individualized support to students receiving special education services.	2014 State Assessment Results	Associate Principal	Local	August 2014- June 2015	Teaching units	Master Schedule
AA and Inclusion teachers will participate in specific professional learning activities aimed at ensuring the success of students receiving special education services.	Teacher Retention Rate in CSHS Special Education Department	Principal	Local	August 2014 – June 2015	Time delegated for Professional Development	Records of Attendance
Implement identified instructional approaches that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.						
Develop and format Common Assessments that are visually similar to EOC Exams in font, size, and structure.	District Strategic Plan	Principal	Local	August 2014 – June 2015	Released EOC Exams	Common Assessments
Reading course will be created in the master schedule to facilitate classroom structures that foster individualized reading support to students receiving dyslexia services.	District Strategic Plan	Associate Principal	Local	August 2014 – June 2015	Teaching Unit; Dyslexia Strategies for Teacher to Utilize	Master Schedule
Implement identified instructional approaches that will be used to address the needs of students identified as Gifted and Talented.						
PreAP Leadership Class will be created in the master schedule to facilitate classroom structures that foster individualized reading support to students receiving GT services.	District Strategic Plan	Associate Principal	Local	August 2014 – June 2015	Teaching Units	Master Schedule
Increase enrollment in the amount of PreAP/AP/Dual Credit Courses that promote rigorous/challenging opportunities for GT students.	District Strategic Plan	Associate Principal	Local	August 2014 – June 2015	Teaching Units	Master Schedule

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
All schools will implement a minimum of two District endorsed strategies to address drop-out prevention.						
Offer opportunities for alternative learning environments to students such as: <ul style="list-style-type: none"> • Credit Recovery • Clear Access • Clear Stars Evening Education 	District Strategic Plan	Counselors and Assistant Principals	Local	August 2014 – June 2015	Fliers for District Alternative Learning Environments	Enrollment in Support Structures
Students will be counseled through individual conferences to determine the most suitable graduation plan.	District Strategic Plan	Counselors	Local	August 2014 – June 2015	HB 5 Graduation Plans	Graduation Rates
Monitor student grades each 3 week grading period.	District Strategic Plan	Dean of Instruction, Counselors, Assistant Principals	Local	September 2014 – June 2015	Student Grades	Failure Reports – Students failing >3 courses
Monitor students that are over the age of 18.	2014 Drop Out Incidences	Dean of Instruction	Local	September 2014 – June 2015	Student's date of birth	Over Age Report
Offer opportunities for social and emotional support with the Support Counselor via methods such as: <ul style="list-style-type: none"> • Individual Counseling • Group Counseling 	District Strategic Plan	Support Counselor	Local	August 2014 – June 2015	Counseling Units	Student Participation in Support Structures
Students will be invited to attend a Campus Course Fair that will advertise programs in technical trades and industry certifications.	CTE Enrollment	Counselors and CTE Teachers	Local	January 2015 – February 2015	Educational Planning Guide; Course Fair	Course Selection Report

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction. (State Compensatory funding).						
Offer opportunities for academic support during the school day to students through: <ul style="list-style-type: none"> • Practical Writing Course focusing on English Writing Strategies. • Reading Course focusing on English Reading Strategies. • STAAR Math Course focusing on Math content support. 	Enrollment of students placed on Campus through GPC	Associate Principal and Dean of Instruction	Local	August 2014 – June 2015	Teaching Units	Student Enrollment in Courses
Monitor students that have been placed on campus by a Grade Placement Committee (GPC) every 6 weeks.	District Strategic Plan	Dean of Instruction	Local	August 2014 – June 2015	Historical EOC Scores; Student Grades; Student Attendance	Support Structures Documentation Report

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.1 Consistent district procedures for visitors on campus and student arrival/dismissal.					PRINCIPAL: Gail Love	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
100% of staff will be trained in visitor procedures by January 30, 2015.						
The visitor sign in process will be posted on all exterior doors.	District Strategic Plan	Principal	Local	August 2014 - January 2015	Stickers for all exterior doors	Campus Audit
A Safety Emphasis at a Faculty Meeting to communicate procedures for visitors on campus.	District Strategic Plan	Associate Principal	Local	November 2014	Time at Faculty Meeting	Faculty Meeting Agenda
100% of staff will be trained in student arrival and dismissal procedures by January 30, 2015.						
A Safety Emphasis at a Faculty Meeting to communicate procedures for student arrival and dismissal on campus.	District Strategic Plan	Associate Principal	Local	August 2014	Time at Faculty Meeting	Faculty Meeting Agenda
CSHS staff members will be located at various positions throughout the campus to monitor students before, during transitions between classes, and after school.	District Strategic Plan	Assistant Principal in charge of Duty Rotations	Local	August 2014 - January 2015	Campus Maps, List of Campus Faculty	Campus Audit
Complete a minimum of 9 fire drills and 2 lock-down drills.						
Fire drills will be conducted monthly.	District Strategic Plan	Associate Principal	Local	August 2014 – June 2015	Campus Instructional Calendar to determine conflicts	Campus Drill records
Hallways and exterior doors will be monitored to establish exiting time for Fire Drills using Video Client Camera Technology. The response time to vacate the entire building during a fire drill will be less than 5 minutes.	District Strategic Plan	Associate Principal	Local	August 2014 – June 2015	Video Client Camera Technology	Campus Drill records
Lock Down drills will be conducted each semester.	District Strategic Plan	Associate Principal	Local	August 2014 – June 2015	Campus Instructional Calendar to determine conflicts	Campus Drill records

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Provide orientation for all staff and students for protect mode and bad weather response.						
A Safety Emphasis at a Faculty Meeting to communicate procedures Protect Mode, Lock-Downs, and Bad Weather.	District Strategic Plan	Associate Principal	Local	August 2014 – June 2015	Time at a Faculty Meeting	Faculty Meeting Agenda
Students will participate in Grade Level Assemblies that review safety protocols and student expectations during emergency situations.	District Strategic Plan	Assistant Principals	Local	August 2014	Time for Grade Level Assemblies	Powerpoint used in Grade Level Assemblies

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.2: Provide opportunities for all students in character development programs and activities.					PRINCIPAL: Gail Love	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the Safe School Ambassadors' program at all secondary campuses, measuring the outcome and monitoring levels of student participation.						
Students involved in the Safe School Ambassadors Program will be trained and receive ongoing support through Advisory classes.	District Strategic Plan	Safe School Ambassador Teachers	Local	August 2014 - June 2015	SSA Training	Listing of SSA Activities
Opportunities to receive peer mediation through Safe School Ambassadors will be available to all students.	Safe environment conducive to student learning	Safe School Ambassadors	Local	August 2014 - June 2015	SSA Training	Listing of SSA Activities
Implement coordinated school health programs at each campus.						
Establish a "Wellness committee" that encourages participation in sponsored activities.	District Strategic Plan	Assistant Principal	Local	August 2014 - June 2015	None	Wellness Committee Sponsored Activities

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.3: CCISD behavior framework on the social and emotional well-being of all students and employees.					PRINCIPAL: Gail Love	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Reduce incidents of student bullying behavior.						
Implement use of district system to identify, investigate, track, and report allegations of bullying and cyber-bullying.	Reported Bullying Incidences during 2014	Principal and Assistant Principals	Local	August 2014 - June 2015	Online System	Internal review of system usage
Post the hotline phone number/website to report both physical and cyber bullying on the campus website and in the hallways of the campus.	Reported Bullying Incidences during 2014	Principal	Local	August 2014 – June 2015	Posters, Campus Website	Campus Walkthrough
A video demonstrating bullying and the actions to take if a student is a victim or witness to bullying behavior. The video will be shown campus wide during Advisory.	Reported Bullying Incidences during 2014	Principal	Local	August 2014 – June 2015	Video, Staff to create video	Video
The district will form a CCISD behavior framework design team to create a plan for 2015-2016 implementation.						
Assistant Principals will collaborate to determine proposed discipline standards and guidelines according to the current student code of conduct.	District Strategic Plan	Assistant Principals	Local	August 2014	Student Code of Conduct	Discipline Standards and Guidelines
Assistant Principals will provide feedback regarding observed patterns of student behavior that might be categorized into the student Code of Conduct	District Strategic Plan	Assistant Principals	Local	August 2014 – June 2015	Student Code of Conduct	Discipline Standards and Guidelines

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
All campuses will implement District endorsed strategies to address suicide prevention.						
Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.	District Strategic Plan	Support Counselor	Local	August 2014 - June 2015	Suicide Prevention Lesson	Advisory Walk-throughs
All campuses will implement District endorsed strategies to address conflict resolution.						
Opportunities to receive peer mediation through Safe School Ambassadors will be available to all students.	Safe environment conducive to student learning	Safe School Ambassadors	Local	August 2014 - June 2015	SSA Training	Listing of SSA Activities
Campus Administrators will encourage students, parents, and teachers to meet regarding student progress/educational concerns before involving Campus Administration.	District Strategic Plan	Principal	Local	August 2014 - June 2015	Conflict Resolution Protocols	CSHS Climate Survey Results
Encourage parents to meet with a Campus Administrator regarding their educational concerns before involving District Administration.	District Strategic Plan	Principal	Local	August 2014 - June 2015	Conflict Resolution Protocols	CSHS Climate Survey Results
Front office support staff will be trained in "Verbal Judo".	District Strategic Plan	Support Staff	Local	October 2014	"Verbal Judo" training	CSHS Climate Survey Results
All campuses will implement District endorsed strategies to address violence prevention.						
CSHS staff members will be located at various positions throughout the campus to monitor students before, during transitions between classes, and after school.	2014 Discipline data	Assistant Principal in charge of Duty Rotations	Local	August 2014 - June 2015	Campus Maps, List of Campus Faculty	Campus Walkthroughs
All campuses will implement District endorsed strategies to focus on building relationships with students.						
All students will be enrolled into an Advisory class. The primary purpose of the Advisory class is to build relationships with students.	Campus climate survey results	Associate Principal & Counselors	Local	August 2014 - June 2015	Teaching Units; Time in Master Schedule for Advisory to meet	Master Schedule
Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.						
Develop and present an Advisory that will support suicide prevention.	Counselor referral	Support Counselor	Local	August 2014- June 2015	Suicide Prevention Lesson	Advisory Walk-throughs

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				PRINCIPAL: Gail Love		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Ensure that a minimum of 3 teachers submit videos for the Technology Integration Matrix (TIM).						
Host Technology Buffet™ sessions once a month after school for teachers to engage in Personalized Learning Opportunities that emphasize the incorporation of digital technology into content lessons.	District Strategic Plan	Learning Technology Coach	Local	August 2014 - June 2015	Professional Development Leaders; Time	Number of CSHS videos posted on TIM
Invite teachers to participate in Technology Trainings that promote the use, incorporation, and application of district endorsed software products.	District Strategic Plan	Learning Technology Coach	Local	August 2014 - June 2015	List of Software applications endorsed by CCISD	Number of CSHS videos posted on TIM
Encourage classroom teachers to record lessons that utilize digital technology.	District Strategic Plan	Learning Technology Coach	Local	August 2014 - June 2015	Video recording equipment	Number of CSHS videos posted on TIM
Each student will meet performance expectations on the Digital Citizenship Assessment.						
Students will participate in a Pre-Test and Post-Test regarding Digital Citizenship.	District Strategic Plan	Learning Technology Coach	Local	August 2014 - October 2014	Digital Citizenship Expectations; Digital Citizenship Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.						
Create an Advisory Lesson to educate students about the Digital Citizenship Honor Code	2014 Student Discipline Incidents	Learning Technology Coach	Local	October 2014 – December 2014	Digital Citizenship Assessment provided by the district	Semester reports of violations

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.2: A future-ready culture that fosters college and career exploration and readiness.				SUPERINTENDENT: Dr. Greg Smith		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Each student in grades 8 th – 11 th will create Course Plans in <i>Naviance</i> , improving usage from 97.5% to 100%.						
<i>Naviance</i> counseling services will be provided to students for college and career planning, scholarships, review of student four-year plans, and review of graduation plans through academic coaching within the college and career center.	Prior year usage data	Career Counselor	Local	August 2014 – June 2015	<i>Naviance</i> ; scheduled teaching time	Campus usage results
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.						
Promote a collegiate culture by posting college pennants with faculty name and degree earned.	District Strategic Plan	Principal	Local	August 2014	Printing materials	Walk-through
The district and campus will provide information regarding graduation requirements as outlined in House Bill 5.						
Senior Parent Night – Parents of senior students will be invited to campus to obtain information about graduation plans, higher education, including application guidelines, scholarships, and post-graduate opportunities.	District Strategic Plan	Lead Counselor	Local	September 2014	High school planning resources	Parent Involvement Survey
Host New Student/Parent Information Nights – Parents of new enrollees will be invited to campus to obtain information regarding high school graduation plans (House Bill 5)	District Strategic Plan	Lead Counselor	Local	September 2014	High school planning resources	Parent Involvement Survey
Students will be counseled through individual conferences to determine the most suitable graduation plan.	District Strategic Plan	Counselors	Local	August 2014 – June 2015	HB 5 Graduation Plans	Graduation Rates

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.						
Teachers will incorporate district created Performance Tasks that offer students various manners in which they may demonstrate mastery of TEKS.	District Strategic Plan	Principal	Local	October 2014 – March 2015	Sample lessons provided in Forethought	Lesson Plans
By May 12, 2015 increase the percentage of AP students taking an AP test from 61%* to 80%						
Increase the amount of students enrolled in an AP Course.	Previous AP Scores	Dean of Instruction	Local	August 2014 – June 2015	AP Potential Report	Campus Enrollment Report in TEAMS
Increase the amount of students that attempt an AP Exam while enrolled in an AP Course.	Previous AP Scores	Lead Counselor; AP Teachers	Local	April 2015 – May 2015	AP Potential Report	AP Report
Increase ELA AP Test Participation from 15% to 20%	2014 Campus Distinction Designation Summary	ELA Department Head	Local	August 2014 – June 2015	AP Review Sessions	AP report
Increase Mathematics AP Test Participation from 12% to 20%	2014 Campus Distinction Designation Summary	Math Department Head	Local	August 2014 – June 2015	AP Review Sessions	AP report
Increase AP Science Test Participation from 10% to 20%	2014 Campus Distinction Designation Summary	Science Department Head	Local	August 2014 – June 2015	AP Review Sessions	AP report
Increase AP Social Studies Test Participation from 18% to 20%	2014 Campus Distinction Designation Summary	Social Studies Department Head	Local	August 2014 – June 2015	AP Review Sessions	AP report

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DISTRICT STRATEGY V: We will broaden and strengthen connections within our communities.						
PERFORMANCE OBJECTIVE V.1: Processes that develop and maintain meaningful relationships within PK-12 communities.					PRINCIPAL: Gail Love	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By September 30, 2014 each campus will identify the PK-12 community of which they are a part.						
Research the feeder patterns of schools in CCISD and identify the elementary and intermediate campuses that promote students to CSHS.	Current PK-12 Communications	Principal	Local	August 2014	Attendance zone and community information	Identification of CSHS PK-12 community
By December 19, 2014 each principal will tour at least 2 schools within his/her PK-12 community.						
Campus Principal will visit one Elementary Campus within the CSHS PK-12 Community.	NA	Principal	Local	August 2014 – December 2014	Scheduled campus visits	Record of Campus Visit
Campus Principal will visit one Intermediate Campus within the CSHS PK-12 Community.	NA	Principal	Local	August 2014 – December 2014	Scheduled campus visits	Record of Campus Visit
By May 1, 2015 at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.						
Increase the number of Parent Communications.	District Strategic Plan	Principal	Local	August 2014 – June 2015	Communication modes	Communication logs
Utilize Skylert to send email messages to parents regarding Athletic, Academic, and Community events.	District Strategic Plan	Principal	Local	September 2014 – June 2015	Communication modes	Communication logs
Coordinate with PK-12 community to ensure that no major campus events overlap.						
Confer with PK-12 campus calendars before scheduling campus events.	Event calendar	Principal	Local	August 2014 – June 2015	PK-12 Community calendars	Calendar of events
By October 2014 the campus will exclusively utilize Skylert for mass voice, text and e-mail communications.						
Administrators will participate in digital webinar training to learn how to utilize Skylert to send email, phone, and text messages.	District Strategic Plan	Principal	Local	August 2014 – September 2014	Skylert system	Log of messages sent

Clear Creek Independent School District, Clear Springs High School
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DISTRICT STRATEGY VI: We will ensure mutual understanding and support through effective communication						
PERFORMANCE OBJECTIVE VI.2: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					PRINCIPAL: Gail Love	
NCLB GOAL 1: By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement one strategy to improve communication between teachers, students and parents regarding students' academic progress.						
As a result of monitoring student academic progress, students will be invited to participate in specific academic supports. Parents will be notified through targeted communication strategies (phone/letter/email) regarding the specific support structure and reason how/why the campus is encouraging their student to participate.	2014 Parent Involvement Survey	Principal	Local	October 2014- June 2015	Individual assessment data	Outreach documentation
Counselors will call the parents/guardians of each students with >3 failures at each 6 weeks Progress Report.	Failure Report	Counselors	Local	October 2014 – May 2015	Student Grades	Phone logs
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 assistance available at the school. (Title I) 						
Teachers will provide a syllabus to each student as well as post a copy of the class syllabus on their website.	Parent/Teacher Conference Records	Teachers, Dean of Instruction and Learning Technology Coach	Local	August 2014- June 2015	Google websites created for each teacher	Class Syllabus
Host an Open House night to provide information to parents regarding goals and expectations of each class.	Parent/Teacher Conference Records	Principal	Local	September 2014		Parent Involvement Survey

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
All campuses receiving Title I assistance will implement strategies to provide parents individual student assessment results in a language the parent can understand. (Title I Schoolwide requirement)						
Post Assessment and Accountability Reports and an explanation of results on the campus website.	School correspondence	Principal	Local	October 2014 - June 2015	State Accountability Reports	2014 Parent Involvement Survey; Website
Host New Student/Parent Information Nights – Parents of new enrollees will be invited to campus to obtain information regarding high school graduation plans (House Bill 5)	District Strategic Plan	Principal	Local	October 2014 - June 2015	High school planning resources	2014 Parent Involvement Survey

Clear Creek Independent School District, Clear Springs High School
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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.1: An instructional coaching model to facilitate the building of teacher capacity.				PRINCIPAL: Gail Love		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.						
Dell Coaching Days – Implement Dell Coaching Days to support instructional coaching of technology integration.	District Strategic Plan	Dean of Instruction; Instructional Specialists; Teachers	Local	August 2014 – June 2015	Time	Agenda
Increase opportunities for teachers to work one-on-one with a math and science instructional specialist through lesson design planning, co-teaching, and reflective conversations.	District Strategic Plan	Instructional Specialists	Local	August 2014 – June 2015	Specialist Calendars	Amount of Completed coaching cycles
Increase opportunities for teachers to work one-on-one with a Learning Technology Coach through lesson design planning, co-teaching, and reflective conversations.	District Strategic Plan	Learning Technology Coach	Local	August 2014 – June 2015	Learning Technology Coach Calendar	Amount of Completed coaching cycles
Teachers will have ongoing access to coaching for job embedded professional learning to enhance first time instruction.						
Increase opportunities for teachers to work one-on-one with a math and science instructional specialist through lesson design planning, co-teaching, and reflective conversations.	District Strategic Plan	Instructional Specialists	Local	August 2014 – June 2015	Instructional Specialist	Amount of Completed coaching cycles
Increase opportunities for teachers to work one-on-one with a Learning Technology Coach through lesson design planning, co-teaching, and reflective conversations.	District Strategic Plan	Learning Technology Coach	Local	August 2014 – June 2015	Learning Technology Coach Calendar	Amount of Completed coaching cycles
Host Technology Buffet™ sessions once a month after school for teachers to engage in Personalized Learning Opportunities that emphasize the incorporation of digital technology into content lessons.	Professional Learning Records	Learning Technology Coach	Local	August 2014 - June 2015	Professional Development Leaders; Time	Professional Learning Report
Invite teachers to participate in Technology Trainings that promote the use, incorporation, and application of district endorsed software products.	District Strategic Plan	Learning Technology Coach	Local	August 2014 - June 2015	Learning Technology Coach	Professional Learning Report

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Instructional coaches will work directly with teachers and teacher teams to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction.						
At least 50% of the Instructional Specialists time is spent working directly with teachers.	District Strategic Plan	Instructional Specialists; Dean of Instruction; Teachers	Local	August 2014 - June 2015	Collaboration Time	Amount of Completed coaching cycles
Instructional coaches will engage in focused professional learning that supports alignment of district goals and campus needs.						
Implement Professional Learning Activities for ELA and Social Studies Course Leads.	District Strategic Plan	ELA and Social Studies Course Leads	Local	August 2014 – June 2015	ELA/SS Course Leads; Time	Amount of Completed coaching cycles
Book Study – “Taking the Lead”. Instructional specialists will participate in a Book Study targeting Instructional Coaching	District Strategic Plan	Dean of Instruction; Instructional Specialists; Learning Technology Coach	Local	July 2014 – June 2015	Books	Attendance at Weekly Meetings
Instructional Specialists will attend Curriculum Content Professional Learning with District Coordinators 2x per month	District Strategic Plan	Instructional Specialists; Learning Technology Coach	Local	July 2014 – June 2015	None	Reflection Implementation Report
The Dean of Instruction will collaborate will attend Dean Data Meetings.	District Strategic Plan	Dean of Instruction	Local	July 2014 – June 2015	None	Attendance at Scheduled Meetings

Clear Creek Independent School District, Clear Springs High School
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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.2 All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.					PRINCIPAL: Gail Love	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Analyze highly qualified teacher data between high and low poverty campuses.						
Hire highly qualified teachers for open positions.	Highly Qualified Report	Data Specialist	Local	June 2014-October 2014	Information regarding Staff Certifications	Current year Staff Data Report
Create a master schedule that utilizes staff in areas of expertise and certification.	Highly Qualified Report	Associate Principal	Local	July 2014-June 2015	Information regarding Staff Certifications	Master Schedule
All schools will engage in targeted, specific activities to enhance a positive school climate for all campus employees.						
Palomino Club Activities – Encourage staff to participate in the organized staff events that are designed to boost staff morale. (Events occur during/outside of the work day)	2014 Climate Survey	Principal	Local	August 2014 – June 2015	Palomino Club Leader	2015 Climate Survey Results
Bravo Cards – Assistant Principals recognize accomplishments of staff by writing a statement of appreciation for their outstanding efforts.	2014 Climate Survey	Principal	Local	August 2014 – June 2015	Bravo Cards	2015 Climate Survey Results
Spirit Days – On designated days, teachers are invited to celebrate campus events by wearing Jeans and a Spirit Shirt.	2014 Climate Survey	Principal	Local	August 2014 – June 2015	None	2015 Climate Survey Results
Teacher Appreciation Day – Celebrate Teacher Appreciation Day by catering a Lunch and inviting teachers to participate in a free raffle of donated gift baskets.	2014 Climate Survey	Principal	Local	May 2015	Donated Gift Baskets; Food	2015 Climate Survey Results
Food at breakfasts/lunches during LAD and campus Professional Learning	2014 Climate Survey	Principal	Local	August 2014 – June 2015	Food	2015 Climate Survey Results

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GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
CONTINUED: All schools will engage in targeted, specific activities to enhance a positive school climate for all campus employees.						
Holiday Feast	2014 Climate Survey	Principal	Local	November 2014 – December 2015	Food	2015 Climate Survey Results
Student Council will celebrate, recognize, and aware a "Teacher of the Month"	2014 Climate Survey	Student Council Sponsor	Local	August 2014 – June 2015	Student Participation in Campus Student Council Organization	2015 Climate Survey Results
Preferred Parking – Teachers will be eligible to receive a designated preferred parking spot.	2014 Climate Survey	Assistant Principal in charge of Parking	Local	August 2014 – June 2015	Labeled Parking Spot	2015 Climate Survey Results
Perfect Attendance Award – Celebrate teachers that have perfect attendance each 9 weeks by presenting a free meal in the campus cafeteria.	2014 Climate Survey	Principal	Local	August 2014 – June 2015	Cafeteria Meal Vouchers; Teacher Attendance Report	2015 Climate Survey Results

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.3 Each instructional employee will complete a minimum of 30 hours of professional learning annually.					PRINCIPAL: Gail Love	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the CCISD Professional Learning Plan.						
Encourage all teachers to be life-long learners and improve their craft of instruction by participating in Professional Learning Opportunities	Professional Learning survey results	Principal	Local	August 2014 - June 2015	CCISD Professional Learning Plan, System	Agendas, work products
Implement the Latitude to Learn Professional Learning Plan.						
Encourage all teachers to be life-long learners and improve their craft of instruction by participating in Professional Learning Opportunities in Technology.	District Strategic Plan	Principal	Local	August 2014 - June 2015	District Technology Plan	Agendas, work products
By June 4 2015 increase the number of professional learning hours earned by campus instructional staff by at least 10%.						
Host Technology Buffet™ sessions once a month after school for teachers to engage in Personalized Learning Opportunities that emphasize the incorporation of digital technology into content lessons.	Professional Learning Records	Learning Technology Coach	Local	August 2014 - June 2015	Professional Development Leaders; Time	Professional Learning Report
Team Collaboration Time on Late Arrival Days. Teams will plan lessons, create Common Assessments, review examples of student work, and analyze student data,	Professional Learning Records	Dean of Instruction	Local	September 2014 - March 2015	District Provided LAD	Professional Learning Report
Team Collaboration on Charger Days. Teams will plan lessons, create Common Assessments, review examples of student work, and analyze student data,	Professional Learning Records	Dean of Instruction	Local and Compensatory Education Funds	September 2014 - March 2015	Substitutes	Professional Learning Report
Encourage Teacher Attendance at District Learning Camps	Professional Learning Records	Principal	Local	August 2014 - June 2015	None	Professional Learning Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.						
Learning Walks – Teams of teachers will conduct walk-throughs and collaborate regarding best practices using reflective dialogue.	District Strategic Plan	Dean of Instruction	Local	August 2014 - June 2015	Time	Learning Walk Documentation Form

Clear Creek Independent School District, Clear Springs High School 2014-2015 Campus Improvement Plan

The following data were used as part of the comprehensive needs assessment process:

Improvement Planning Data

Current and/or prior year(s) campus and/or district improvement plans
Campus and/or district planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress
Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Critical Success Factor(s) data
Accountability Distinction Designations
AEIS longitudinal data
NCLB Report Card data
PBMAS data
Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
STAAR End-of-Course current and longitudinal results, including all versions
Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
STAAR ELL Progress Measure data
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
Advanced Placement (AP) assessment data
SAT and/or ACT assessment data
PSAT and/or PLAN assessment data
Student Success Initiative (SSI), Grades 5 and 8, data
SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
SSI: Think Through Math assessment data (Grades 3-8)
Local benchmark or common assessments data
Student failure and/or retention rates

Clear Creek Independent School District, Clear Springs High School
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Student Data: Student Groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender
Economically disadvantaged/Non-economically disadvantaged performance and participation data
Male/female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender
Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Annual dropout rate data
Attendance data
Discipline records
Violence and/or violence prevention records
Student surveys and/or other feedback
Class size averages by grade and subject

Parent/Community Data

Parent surveys and/or other feedback
Parent involvement rate

Support Systems and Other Data

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

Clear Creek Independent School District, Clear Springs High School
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COMPREHENSIVE NEEDS ASSESSMENT INFORMATION

School Profile

Clear Springs High School is one of 43 campuses in the Clear Creek Independent School District. Clear Springs High School is committed to meeting the needs of students through high expectations in academics, athletics, fine arts, and all other student extra-curricular activities. The 465,000 square foot building is designed to promote our vision of creating a personalized and positive learning environment for all students on a large campus. For the 2014-2015 school year, the total enrollment for ninth through twelfth grades is approximately 2,468. Of this total, 683 are freshman, 644 are sophomores, 612 are juniors, and 529 are seniors.

The table below shows the current and historical student demographics of Clear Springs High School.

Demographic	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
African American	10.3%	10.7%	10.4%	10.3%	11.6%	12.3%	13.6%	12.5%
Hispanic	25.3%	24.7%	23.7%	24.5%	14.0%	19.4%	19.5%	18.6%
White	53.2%	53.1%	54.6%	53.3%	63.8%	59.4%	58.7%	60.4%
American Indian	0.2%	0.3%	0.3%	0.3%	0.5%	0.4%	0.4%	0.3%
Asian	7.2%	7.8%	7.6%	8.1%	8.4%	8.7%	7.7%	8.4%
Pacific Islander	0.0%	0.1%	0.2%	0.3%	0.5%	8.7%	7.7%	8.4%
2 or More Races	3/8%	3.0%	3.1%	3.2%	1.5%	N/A	N/A	N/A
Economically Disadvantaged	14.7%	15.5%	18%	16.5%	14.7%	12.4%	14.2%	9.6%
Limited English Proficiency	1.7%	1.1%	0.8%	0.8%	1.2%	1.6%	1.5%	1.5%

Clear Creek Independent School District, Clear Springs High School
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The demographic information for our students and teachers is shown below.

STUDENTS

Demographic	2014-15	2007-08
African American	10.3%	12.5%
Hispanic	25.3%	18.6%
White	53.2%	60.4%
American Indian	0.2%	0.3%
Asian	7.2%	8.4%
Pacific Islander	0.%	8.4%
Two or More Races	3/8%	N/A
Economically Disadvantaged	14.7%	9.6%
Limited English Proficiency	1.7%	1.5%

TEACHING FACULTY

Demographic	2013-2014	2012-13
African American	7.0%	8.0%
Hispanic	10.5%	9.5%
White	83.4%	80.1
American Indian	0.5%	0.5%
Asian	1.5%	1.5%
Pacific Islander	0	0
Two or More Races	0	0.5%
Male	30.7%	29.3%
Female	69.3%	70.6%

Comments from District Educational Improvement Committee:

- There are clear differences between the student population and the teacher population. This same trend is seen nationally.
- In an ideal world these differences should not matter.
- There is research to indicate that students benefit from role models.
- Our staff could likely benefit from professional learning in cultural sensitivity.
- Can we adequately equip our staff members to be aware of the needs of our students?

Comments from Campus Instructional Improvement Committee:

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-
-
-
-

*CSHS CIIC will complete comments at the next regularly scheduled meeting.

Clear Creek Independent School District

Clear Horizons Early College High School

Campus Improvement Plan

2014-2015

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Objectives

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state's students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the Learning of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning Objectives.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and assumes his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Clear Horizons Early College High School Mission Statement

Our mission is to graduate students from high school with an associate degree, equip them for success in higher education and grow them into contributing members of society by offering an advanced academic environment, individualized instruction, personal accountability, meaningful relationships, and community service, while celebrating diversity.

Clear Horizons Early College High School INSTRUCTIONAL IMPROVEMENT STRATEGIES AND PERFORMANCE OBJECTIVES

Strategy I: We will inspire learning through an array of personalized opportunities and experiences.

Performance Objective I.1: Develop curriculum and flexible scheduling that supports student choice and personalized learning.

Strategy II: Support to meet the needs and aspirations of each student.

Performance Objective II.1: Develop a systematic approach for instructional and behavioral supports for each student.

Performance Objective II.2: Provide support so that each student will meet or exceed performance expectations on all STAAR tested areas.

Performance Objective II.3: Provide 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.

Strategy III: We will ensure safe and nurturing learning environments.

Performance Objective III.1 Implement consistent district procedures for visitors on campus and student arrival/dismissal.

Performance Objective III.2: Implement character development programs and opportunities for each student.

Performance Objective III.3: Develop a CCISD behavior framework to support the social and emotional well-being of all students and employees.

Strategy IV: We will ensure each student understands and assumes his or her role as a productive citizen.

Performance Objective IV.1: Teach responsible and effective use of technology while learning at school, home, and in the community.

Performance Objective IV.2: Provide a future-ready culture that fosters college and career exploration and readiness.

Strategy V: We will broaden and strengthen connections within our communities.

Performance Objective V.1: Develop and maintain meaningful relationships within PK-12 communities.

Strategy VI: We will ensure mutual understanding and support through effective communication.

Performance Objective VI.1: Develop and maintain mutual understanding and support through effective communication.

Strategy VII: We will build capacity for organizational change.

Performance Objective VII.1: Implement an instructional coaching model to facilitate the building of teacher capacity.

Performance Objective VII.2: Ensure that all teaching and paraprofessional staff members will meet "Highly Qualified" requirements.

Performance Objective VII.3: Provide each instructional employee with a minimum of 30 hours of professional learning annually.

Clear Creek Independent School District, Clear Horizons Early College High School
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DISTRICT STRATEGY I: We will inspire learning through an array of personalized opportunities and experiences.						
PERFORMANCE OBJECTIVE I.1: Curriculum and flexible scheduling that support student choice and personalized learning.				PRINCIPAL: Brett Lemley, Ed.D.		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
By April 17, 2015 all instructional staff will complete a minimum of eight hours of professional learning, in a variety of formats, on personalized learning for students.	Number of available options	Principal	Local	August 25-December 12, 2014	Technology to track	Campus documentation of opportunities
By December 14, 2014 increase general education placements for students receiving special education, as individually appropriate.	2013-2014 student placements	Principal, Teachers	Local, IDEA	August 25-	Teachers to support inclusion	Summative data showing increase; increased student performance on summative assessments

Clear Creek Independent School District, Clear Horizons Early College High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.1: A systematic approach for instructional and behavioral supports for each student.				PRINCIPAL: Brett Lemley, Ed.D.		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By December 14, 2014 compile a listing all academic and behavior support options available for students. (See page 27)	N/A	Principal, Director of Assessment & Evaluation, At-Risk Coordinator, Executive Director of C&I	Local	August 25, 2014 – December 14, 2014	Template provided by the Department of Assessment and Evaluation	Listing submitted to assistant superintendent by December 12, 2014
By May 12, 2015 the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.	Campus developed listing	Principal, Director of Assessment & Evaluation	Local	January 6, 2015 – May 12, 2015	Data analyst time to review/rank	Ranked listing submitted to assistant superintendent by May 12, 2015

Clear Creek Independent School District, Clear Horizons Early College High School
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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					PRINCIPAL: Brett Lemley, Ed.D.	
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
UPDATE BASED ON CAMPUS 2014 STAAR RESULTS, USING ALL STUDENTS Improve student passing on STAAR as follows: <ul style="list-style-type: none"> • Alg I 100% - 100% • Biology 99% - 100% • Eng I 97% - 100% • Eng II 100% - 100% • US History 100% – 100% 	Individual student data reports identifying strengths and weaknesses	Assistant Superintendents, Director of Assessment & Evaluation, Principal, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	AWARE data, designated, planned time for data review, time for intervention, communication methods for students and parents	Ongoing progress reports for each student
Improve student attendance rate from 97.3% to 98.5%.	Previous year student attendance rate	Principal, Counselor, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	Weekly student attendance reports	Nine-weeks review
All schools will implement a minimum of three District endorsed, scientifically based instructional methods to be used for student groups to show success/improvement in all core content areas. (Title I)	Formative, summative assessments results	Principal	Local, State compensatory, Title I	August 25, 2014- April 23, 2015	Professional Learning sessions	Student performance, professional Learning attendance records
Complete a thorough data analysis of the performance of students receiving special education services and make instructional modifications as a result of this analysis. (Title I)	Student assessment results	Director of Assessment and Evaluation	Local, Title I	August 25, 2014- April 23, 2015	Student data	Meeting agendas; planning documents

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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.3: Provide each student receiving support through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies designed to improve academic achievement.					PRINCIPAL: Brett Lemley, Ed.D.	
NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement identified instructional approaches, including all ELA teachers ESL certified; faculty SIOP trained; and Collaborative meeting time once per month that will be used to address the needs of students identified as ELL.	Student assessment data	Director for ELL; Bilingual Coordinator	Local, Title III	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified Subject specific tutorials for students who struggle with the TSIA and STAAR; collaboration times for faculty once per month to keep track of students that will be used to address the needs of students identified as At-Risk.	Student assessment data	At-Risk Coordinator	Local, State Compensatory	August 2014/June 2015; Student data review will occur every 9 weeks	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches, including Sessions with the Speech Therapist; PT sessions; and small group accommodations that will be used to address the needs of students receiving special education services.	Student assessment data	Director of Special Education; Principal	Local, IDEA Funds	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services. Preferential seating, Small group testing, transportation.	Student assessment data	Section 504 Coordinator	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches 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	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
All schools will implement a minimum of two District endorsed strategies, including Early intervention strategies, one-on-one counseling sessions, Dual Credit Office counseling, and teachers guided three week analysis of grades by students to address drop-out prevention.	Student assessment results	Principal, Counselor	State compensatory funds	Review every nine weeks	Professional Learning	Student completion rates
All schools will utilize District endorsed strategies	Student grade	Principal	State	Review every	Supporting	Student

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for comprehensive, intense, accelerated instruction. (State Compensatory funding).	reports		compensatory funds	nine weeks	curriculum documents	assessment results
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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.1 Consistent district procedures for visitors on campus and student arrival/dismissal.					PRINCIPAL: Brett Lemley, Ed.D.	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
100% of staff will be trained in visitor procedures by January 30, 2015.	Current written procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures	Audit of each campus
100% of staff will be trained in student arrival and dismissal procedures by January 30, 2015.	Campus-based procedures review; development of district procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures; PL materials	Audit of each campus
Complete a minimum of 9 fire drills and 2 lock-down drills.	Previous year record of drills	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	Tracking system	Drill records
Provide orientation for all staff and students for protect mode and bad weather response.	Debrief of responses	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	PL materials	Orientation records

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.2: Provide opportunities for all students in character development programs and activities.					PRINCIPAL: Brett Lemley, Ed.D.	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the Safe School Ambassadors' program at all secondary campuses, measuring the outcome and monitoring levels of student participation. Clear Horizons does not have the Safe School Ambassador Program, however the small size and the focus on personalization builds a culture of trust where students report any unsafe situation to an adult.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Secondary Education	Local, Title IV	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of SSA activities
Implement elementary campus-based character education programs measuring the outcome and monitoring levels of student participation. [Elementary campuses only]	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Elementary Education	Local, Title IV	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of activities
Implement coordinated school health programs at each campus. [All campuses]	Student fitness assessment data	Principal, Health Coordinator	Local	August 25, 2014- June 4, 2015	Instructional materials	Fitness Gram results

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.3: CCISD behavior framework on the social and emotional well-being of all students and employees.				PRINCIPAL: Brett Lemley, Ed.D.		
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Reduce incidents of student bullying behavior.	2013-2014 Campus Bully Tracking Report	Principal, Teachers	Local	August 25, 2014- June 4, 2015	Bully Tracking System	Monthly review of discipline referrals
The district will form a CCISD behavior framework design team to create a plan for 2015-2016 implementation.	Inventory of all behavior and character programs used at each site	Director of Student Personnel Services	Title I	August 25, 2014- June 4, 2015	Meeting time	Monthly written progress reports
All campuses will implement District endorsed strategies to address suicide prevention.	Counselor referral	Counselor	Local	August 25, 2014- June 4, 2015	Professional Learning; counseling plan	Counseling logs; safe and healthy students
All campuses will implement District endorsed strategies to address conflict resolution.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to address violence prevention.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to focus on building relationships with students.	Campus climate survey results	Principal	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.	Student discipline records	Principal	Local	August 25, 2014- June 4, 2015	Forms, procedures, professional Learning	Student discipline data

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				PRINCIPAL: Brett Lemley, Ed.D.		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Ensure that a minimum of 3 teachers submit videos for the Technology Integration Matrix (TIM).	Number of CCISD videos posted on TIM	Director of Learning Technology; Principal; Teachers	Local; CCEF Grant	August 25, 2014- June 4, 2015	Video recording equipment	Monthly report of TIM status by campus
Each student will meet performance expectations on the Digital Citizenship Assessment.	Previous year violations of RUG	Principal	Local	August 25, 2014- October 20, 2014	DC Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.	Previous year violations of RUG	Principal	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations
By May 30, 2015 increase from xx% to 98% the percentage of 8 th grade students demonstrating proficiency on the Learning.com Technology Assessment. (Intermediate only)	Previous year results	Director of Learning Technology; Principal; Teachers	Local	August 25, 2014 – May 30, 2015	Assessment instrument	Summative assessment results

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.2: A future-ready culture that fosters college and career exploration and readiness.				SUPERINTENDENT: Dr. Greg Smith		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Each 6 th grade student will complete the Learning Styles Inventory in Naviance, improving usage from XX% to 100%. (Counselors have previous year data.) [Intermediates Only]	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
Each 7 th grade student will complete the Career Key Assessment in Naviance, improving usage from XX% to 100%. (Counselors have previous year data.) [Intermediates Only]	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal, Counselors	Local	August 25, 2014 – February 27, 2015	Naviance	Campus usage results
Each 8 th grade student will complete the Career Cluster Finder in Naviance, improving usage from XX% to 100%. (Counselors have previous year data.) [Intermediates Only]	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
Each student in grades 8 th – 11 th will create Course Plans in Naviance, maintaining usage at 100%.	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.	College information	Principal	Local	August 25, 2014 – September 15, 2014	Printing materials	Walk-through
The district and campus will provide information regarding graduation requirements as outlined in House Bill 5.	Parent survey data	Director of Student Personnel Services; Principal, Counselors	Local	August 25, 2014 – June 4, 2015	High school planning resources	Web-site
District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.	Review of curriculum	Executive Director of Curriculum and Instruction	Local	October 3, 2014 – March 2, 2015	Curriculum documents	Ongoing status reports; final report
By May 12, 2015 increase the percentage of AP students taking an AP test from overall 61% to 75%. In AP HG Clear Horizons will increase from 39% to 75% In WHAP Clear Horizons will increase from 71% to 75% In Eng Lang & Comp Clear Horizons will increase from 74% to 80% Clear Horizons is adding AP Physics to the curriculum in 2014-2015, which will give another data point.	Campus AP Data	Director of Advanced Academics, Principal, Dean	Local	August 25, 2014 – June 4, 2015	AP instructional materials	AP report

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DISTRICT STRATEGY V: We will broaden and strengthen connections within our communities.						
PERFORMANCE OBJECTIVE V.1: Processes that develop and maintain meaningful relationships within PK-12 communities.					PRINCIPAL: Brett Lemley, Ed.D.	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By September 30, 2014 each campus will identify the PK-12 community of which they are a part.	Current PK-12 Communications	Director of Communications, Principal	Local	August 25, 2014 – September 30, 2014	Attendance zone and community information	All PK-12 communities identified
By December 19, 2014 each principal will tour at least 2 schools within his/her PK-12 community.	NA	Assistant Superintendent, Director of Communications, Principal	Local	August 25, 2014 – December 19, 2014	Scheduled campus visits	Record of campus visited submitted by January 9, 2015
By May 1, 2015 at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.	PK-12 Community Listing	Assistant Superintendent, Director of Communications, Principal	Local	January 6, 2015 – May 1, 2015	Communication modes	Communication logs or materials submitted by June 4, 2015.
Coordinate with PK-12 community to ensure that no major campus events overlap.	Event calendar	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	PK-12 Community calendars	Calendar of events
By October 2014 the campus will exclusively utilize Skylert for mass voice, text and e-mail communications.	Prior system	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	Skylert system	Log of messages sent

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DISTRICT STRATEGY VI: We will ensure mutual understanding and support through effective communication						
PERFORMANCE OBJECTIVE VI.2: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					PRINCIPAL: Brett Lemley, Ed.D.	
NCLB GOAL 1: By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement Teachers using the Remind Communication Program to improve communication between teachers, students and parents regarding students' academic progress.	2014 Parent Involvement Survey	Principal, Director of Communications	Local	October 2014- June 2015	District survey; meeting time; plan to improve	Outreach documentation
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 assistance available at the school. (Title I) 	Parent/Teacher Conference Records	Assistant Superintendents; Principal	Local	October 2014- June 2015	Meeting time; meeting space	Conference Logs
All campuses receiving Title I assistance will implement strategies to provide parents individual student assessment results in a language the parent can understand. (Title I Schoolwide requirement)	School correspondence	Principal	Title I	October 2014/June 2015	District survey; meeting time; plan to improve	2014 Parent Involvement Survey

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.1: An instructional coaching model to facilitate the building of teacher capacity.				PRINCIPAL: Brett Lemley, Ed.D.		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.	Teacher reflection	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan;	Teacher goal sheets
Teachers will have ongoing access to coaching for job embedded professional learning to enhance first time instruction. (Targets: 2 days per week at intermediate; 4 days per weeks at elementary and high school)	Individual teacher goals Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014- June 30, 2015	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Instructional coaches will work directly with teachers and teacher teams to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction. (Targets: at least 50% of high school specialists' time on campus is spent working directly with teachers; at least 60% of intermediate coaches' time on campus is spent working directly with teachers; at least 70% of elementary coaches' time on campus is spent working directly with teachers.)	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Instructional coaches will engage in focused professional learning that supports alignment of district goals and campus needs. (Targets: at least 2 days per month with 50% of that time for curriculum PL and 50% of the time for coaching skill development and integration of skills.)	Individual coach goals Campus data Campus needs	Instructional coaches, Instructional Coaching Coordinator; Curriculum Coordinators, Principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan External Coaching resources (e.g. Learning Forward) External Curriculum resources	PL day agendas; Coaches' reflections; coaches' goal sheets

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.2 All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.					PRINCIPAL: Brett Lemley, Ed.D.	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Analyze highly qualified teacher data between high and low poverty campuses.	Highly Qualified Report	Executive Director of Human Resources	Local, Title I	May 2014	Data reports	Data analysis documents
All schools will engage in targeted, specific activities, Birthday celebrations, holiday celebrations, cook offs, and personal celebrations to enhance a positive school climate for all campus employees.	2014 Climate Survey	Principal	Local	August 25, 2014- June 4, 2015	Meeting time, improvement plan	Survey results, approved plan

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.3 Each instructional employee will complete a minimum of 30 hours of professional learning annually.					PRINCIPAL: Brett Lemley, Ed.D.	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the CCISD Professional Learning Plan.	Professional Learning survey results	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	CCISD Professional Learning Plan, System	Agendas, work products
Implement the Latitude to Learn Professional Learning Plan.	PL records	Principal, Executive Director of Professional Learning	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products
By June 4 2015 increase the number of professional learning hours earned by campus instructional staff by at least 10%.	PL records	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	PL Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.	Lesson Plans	Executive Director of PL, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products

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The following data were used as part of the comprehensive needs assessment process:

Improvement Planning Data

Current and/or prior year(s) campus and/or district improvement plans
Campus and/or district planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress
Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Critical Success Factor(s) data
Accountability Distinction Designations
AEIS longitudinal data
NCLB Report Card data
PBMAS data
Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
STAAR End-of-Course current and longitudinal results, including all versions
Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
STAAR ELL Progress Measure data
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
Advanced Placement (AP) assessment data
SAT and/or ACT assessment data
PSAT and/or PLAN assessment data
Student Success Initiative (SSI), Grades 5 and 8, data
SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
SSI: Think Through Math assessment data (Grades 3-8)
Local benchmark or common assessments data
Student failure and/or retention rates

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Student Data: Student Groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender
Economically disadvantaged/Non-economically disadvantaged performance and participation data
Male/female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender
Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Annual dropout rate data
Attendance data
Discipline records
Violence and/or violence prevention records
Student surveys and/or other feedback
Class size averages by grade and subject

Parent/Community Data

Parent surveys and/or other feedback
Parent involvement rate

Support Systems and Other Data

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

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CAMPUS BASED DATA

The table below shows the **student population** of Clear Horizons in 2012-13 compared to 2007-08 (Clear Horizons did not exist in 2006-2007):

Demographic	2012-13	2007-08
African American	7.1%	8.7%
Hispanic	29.5%	21.7%
White	37.8%	50.2%
American Indian	0.0%	1.0%
Asian	22.6%	18.4%
Pacific Islander	0.2%	
Two or More Races	2.7%	N/A
Economically Disadv.	29.2%	15.0%
Limited English Prof.	0.7%	1.0%

Sources: 2007 AEIS and 2013 TAPR

The table below shows the **teacher population** of Clear Horizons in 2012-13 compared to 2007-08 (Clear Horizons did not exist in 2006-2007):

Demographic	2012-13	2007-08
African American	0.0%	7.7%
Hispanic	14.3%	9.2%
White	78.6%	83.0%
American Indian	0.0%	0.0%
Asian	7.1%	0.0%
Pacific Islander	0.0%	
Two or More Races	0.0%	N/A
Male	21.4%	27.7%
Female	78.6%	72.3%

Sources: 2007 AEIS and 2013 TAPR

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2013 STAAR Student Results* Compared to State Average CCISD Average

EOC	Clear Horizons % Satisfactory	State % Satisfactory	CCISD % Satisfactory
ELA Reading I	95%	69%	84%
ELA Reading II	99%	79%	91%
ELA Reading III	*	83%	93%
Algebra I	99%	78%	91%
Geometry	99%	85%	93%
Algebra II	100%	97%	100%
ELA Writing I	89%	55%	72%
ELA Writing II	97%	55%	74%
ELA Writing III	*	75%	58%
Biology	100%	84%	95%
Chemistry	100%	84%	97%
Physics	100%	82%	99%
World Geography	97%	75%	89%
World History	97%	71%	87%
U.S. History	*	72%	84%

* Based on Phase 1 Standards
Sources: 2007 AEIS and 2013 TAPR

When you compare these data sets, what issues do you see? What actions might you recommend as a result of these issues?

Issues	Proposed Actions
<ul style="list-style-type: none"> • Clear Horizons outperformed the state and district on every test. • ELA Writing I was the only area in which Clear Horizons did not score above 90%. • ELA Reading I was the only other score not above 95% • Would like to see reading and writing performance at a higher level. 	<ul style="list-style-type: none"> • Shared best practices between grade levels to help ensure success at all three grade levels. • Individualized attention for those students who struggle in class • Tiered intervention program for all students who are not passing at the progress report

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CCISD serves 3,339 students in the **Bilingual/ESL** program, 11,300 students in the **Career and Technical Education** program, 3,333 students in the **Gifted and Talented** program, and 3,707 students in the **Special Education** program. The exhibit below illustrates the percent enrollment in these programs in 2012-13 compared to 2006-07.

CCISD Special Program Enrollment

Program	State 2012-13	CCISD 2012-13	Clear Horizons 2012-13	Clear Horizons 2007-08
Bilingual/ESL	16.6%	8.5%	0.5%	1.0%
Career Technical Education	22.0%	28.6%	46.2%	94.2%
Gifted/Talented	7.7%	8.4%	11.5%	14.5%
Special Education	8.5%	9.4%	1.0%	1.4%

When you compare these data sets, what trends do you see? What actions might you recommend as a result of these trends?

<i>Trends</i>	<i>Proposed Actions</i>
<ul style="list-style-type: none"> • All categories have decreased from 2007-2008 • Population of Clear Horizons has changed dramatically from the first year of existence to 2012-2013. 	<ul style="list-style-type: none"> • Provide professional learning support for teachers to meet the needs of students • Continue to emphasize the importance of individualized instruction and building relationships

Sources: 2007 AEIS and 2013 TAPR

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The Clear Horizons **student 4-year graduation rate** (graduates, not including continuers or GED completers) for the Class of 2012 was 98.6% compared to 94.7% for CCISD and 87.7% for the state



**CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
Campus Improvement Plan 2014-2015**

As all courses offered at Clear Horizons are PreAP, AP or College Level, 100% of students complete at least one Advanced course every school year.

Clear Horizons had 97% of students in the Class of 2012 demonstrated **College Readiness in both English Language Arts and Mathematics** compared to 80% of students in English Language Arts and 100% of students in Mathematics for the class of 2006. The corresponding student demographics are as follows:

Demographic	Class of 2012	Class of 2006
African American	*	*
Hispanic	88%	*
White	100%	80%, 100%
American Indian	*	*
Asian	100%	*
Pacific Islander	*	
Two or More Races	*	N/A
Economically Disadv.	95%	*

When you compare these data sets, what issues/trends do you see? What actions might you recommend as a result of these issues/trends?

Issues/Trends	Proposed Actions
<ul style="list-style-type: none"> College Readiness is one of the main goals of the Early College High School. With focus on advanced classes and college readiness, Clear Horizons students achieve the goal of being college ready prior to graduating high school. 	<ul style="list-style-type: none"> We address those students who struggle with the college readiness standards early in their high school career. We must continue to hone Early Intervention strategies to ensure students arrive at the 4-year institution ready for the rigor.

Clear Horizons ECHS CIIC Team Members:

Brett Lemley Ed.D.	Theresa Magampon
Brooke Parker	Nicole Maldonado
Rhonwyn Pattison	Natalie Nysten
Samina Chaudhry	Rebecca Pate
Kate Graham (SJCD)	Robin Sabo (ESC)
Patty Hafer	Tammy Krogman (Parent)
Carmen Hampton	Terry McGregor (Community Member)
Rebekah James	Belle Pen (Student)
Sharlene Kahlich	Celeste Tanega (Student)
	Rama Imad (Student)



CLEAR CREEK INDEPENDENT SCHOOL DISTRICT Campus Improvement Plan 2014-2015

Clear Horizons ECHS academic and behavior support options available for students

Academic Supports:

- Early Intervention Pyramid Strategies
- Student Instructor Program at SJC
- Tutorials in Advisory
- Tutorial periods built into the school day
- COMPASS Learning program to assist with students who are not TSI ready
- Dual Credit Office counseling

Behavioral Supports:

- Advisory lessons on character
- One-on-one counseling sessions at least once per semester
- School Discipline plan (detention, Saturday School, ISS, etc.) lessons
- Dual Credit Office counseling
- Personalized atmosphere and culture
- Individual and small group counseling as needed

Clear Creek Independent School District

Clear Falls High School

Campus Improvement Plan

2014-2015

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Objectives

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state's students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the Learning of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Parameters

- We will make all decisions based on the best interest of the student.
- We will honor the dignity of each person.
- We will operate in a culture of collaboration.
- We will make optimal use of transformative technology.
- We will protect and defend our local autonomy.
- We will accept nothing less than excellence.
- We will not compromise integrity in the pursuit of excellence.

Objectives

- Each student sustains a fulfilled life actualizing his or her personal talents and interests.
- Each student optimizes his or her potential by continuously setting and achieving individual learning Objectives.
- Each student actively enriches and advances his or her community and greater society.

Strategies

- I. We will inspire learning through an array of personalized opportunities and experiences.
- II. We will provide support to meet the needs and aspirations of each student.
- III. We will ensure safe and nurturing learning environments.
- IV. We will ensure each student understands and assumes his or her role as a productive citizen.
- V. We will broaden and strengthen connections within our communities.
- VI. We will ensure mutual understanding and support through effective communication.
- VII. We will build capacity for organizational change.

Clear Falls High School Mission Statement

Clear Falls High School, as part of a 21st century learning village, aspires to engage and empower students, through personalized learning experiences, to courageously serve, excel, and lead in the global community.

CLEAR FALLS HIGH SCHOOL INSTRUCTIONAL IMPROVEMENT STRATEGIES AND PERFORMANCE OBJECTIVES

Strategy I: We will inspire learning through an array of personalized opportunities and experiences.

Performance Objective I.1: Develop curriculum and flexible scheduling that supports student choice and personalized learning.

Strategy II: Support to meet the needs and aspirations of each student.

Performance Objective II.1: Develop a systematic approach for instructional and behavioral supports for each student.

Performance Objective II.2: Provide support so that each student will meet or exceed performance expectations on all STAAR tested areas.

Performance Objective II.3: Provide 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.

Strategy III: We will ensure safe and nurturing learning environments.

Performance Objective III.1 Implement consistent district procedures for visitors on campus and student arrival/dismissal.

Performance Objective III.2: Implement character development programs and opportunities for each student.

Performance Objective III.3: Develop a CCISD behavior framework to support the social and emotional well-being of all students and employees.

Strategy IV: We will ensure each student understands and assumes his or her role as a productive citizen.

Performance Objective IV.1: Teach responsible and effective use of technology while learning at school, home, and in the community.

Performance Objective IV.2: Provide a future-ready culture that fosters college and career exploration and readiness.

Strategy V: We will broaden and strengthen connections within our communities.

Performance Objective V.1: Develop and maintain meaningful relationships within PK-12 communities.

Strategy VI: We will ensure mutual understanding and support through effective communication.

Performance Objective VI.1: Develop and maintain mutual understanding and support through effective communication.

Strategy VII: We will build capacity for organizational change.

Performance Objective VII.1: Implement an instructional coaching model to facilitate the building of teacher capacity.

Performance Objective VII.2: Ensure that all teaching and paraprofessional staff members will meet “Highly Qualified” requirements.

Performance Objective VII.3: Provide each instructional employee with a minimum of 30 hours of professional learning annually.

Clear Creek Independent School District, Clear Falls High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY I: We will inspire learning through an array of personalized opportunities and experiences.						
PERFORMANCE OBJECTIVE I.1: Curriculum and flexible scheduling that support student choice and personalized learning.				PRINCIPAL: Paul House		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
By April 17, 2015 all instructional staff will complete a minimum of eight hours of professional learning, in a variety of formats, on personalized learning for students.	Number of available options	Principal	Local	August 25- December 12, 2014	Technology to track	Campus documentation of opportunities
By December 14, 2014 increase general education placements for students receiving special education, as individually appropriate.	2013-2014 student placements	Principal, Teachers	Local, IDEA	August 25-	Teachers to support inclusion	Summative data showing increase; increased student performance on summative assessments

Clear Creek Independent School District, Clear Falls High School
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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.1: A systematic approach for instructional and behavioral supports for each student.					PRINCIPAL: Paul House	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By December 14, 2014 compile a listing all academic and behavior support options available for students.	N/A	Principal, Director of Assessment & Evaluation, At-Risk Coordinator, Executive Director of C&I	Local	August 25, 2014 – December 14, 2014	Template provided by the Department of Assessment and Evaluation	Listing submitted to assistant superintendent by December 12, 2014
By May 12, 2015 the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.	Campus developed listing	Principal, Director of Assessment & Evaluation	Local	January 6, 2015 – May 12, 2015	Data analyst time to review/rank	Ranked listing submitted to assistant superintendent by May 12, 2015

Clear Creek Independent School District, Clear Falls High School
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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.2: Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					PRINCIPAL: Paul House	
NCLB GOAL 1: By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Improve student passing on STAAR as follows: <ul style="list-style-type: none"> • ELA I EOC from 83% to 85% • ELA II EOC from 86% to 88% • Algebra I EOC from 95% to 97% • Biology EOC from 98% to 99% • US History EOC from 97% to 99% 	Individual student data reports identifying strengths and weaknesses	Assistant Superintendents, Director of Assessment & Evaluation, Principal, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	AWARE data, designated, planned time for data review, time for intervention, communication methods for students and parents	Ongoing progress reports for each student
Improve student attendance rate from 94.3% to 95.3%.	Previous year student attendance rate	Principal, Counselor, Teachers	Local, State compensatory, Title I	August 25, 2014- June 3, 2015	Weekly student attendance reports	Nine-weeks review
All schools will implement a minimum of three District endorsed, scientifically based instructional methods to be used for student groups to show success/improvement in all core content areas. (Title I)	Formative, summative assessments results	Principal	Local, State compensatory, Title I	August 25, 2014- April 23, 2015	Professional Learning sessions	Student performance, professional Learning attendance records
Complete a thorough data analysis of the performance of students receiving special education services and make instructional modifications as a result of this analysis. (Title I)	Student assessment results	Director of Assessment and Evaluation	Local, Title I	August 25, 2014- April 23, 2015	Student data	Meeting agendas; planning documents

Clear Creek Independent School District, Clear Falls High School
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DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.						
PERFORMANCE OBJECTIVE II.3: Provide each student receiving support through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies designed to improve academic achievement.					PRINCIPAL: Paul House	
NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement identified instructional approaches, including sentence stems and word walls, which will be used to address the needs of students identified as ELL.	Student assessment data	Director for ELL; Bilingual Coordinator	Local, Title III	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional support, including CE9 classes and Homework Harbor, which will be used to address the needs of students identified as At-Risk.	Student assessment data	At-Risk Coordinator	Local, State Compensatory	August 2014/June 2015; Student data review will occur every 9 weeks	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches, including resource classes and co-teaching in general education classes, which will be used to address the needs of students receiving special education services.	Student assessment data	Director of Special Education; Principal	Local, IDEA Funds	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.	Student assessment data	Section 504 Coordinator	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
Implement identified instructional approaches 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	Local	August 2014/June 2015	Research-based Professional Learning	Student assessment results
All schools will implement a minimum of two District endorsed strategies, including home visits and collaborating with CCISD's at-risk coordinator and homeless specialist to provide needed services, to address drop-out prevention.	Student assessment results	Principal, Counselor	State compensatory funds	Review every nine weeks	Professional Learning	Student completion rates
All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction. (State Compensatory funding).	Student grade reports	Principal	State compensatory funds	Review every nine weeks	Supporting curriculum documents	Student assessment results

Clear Creek Independent School District, Clear Falls High School
2014-2015 Campus Improvement Plan

DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.1 Consistent district procedures for visitors on campus and student arrival/dismissal.				PRINCIPAL: Paul House		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
100% of staff will be trained in visitor procedures by January 30, 2015.	Current written procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures	Audit of each campus
100% of staff will be trained in student arrival and dismissal procedures by January 30, 2015.	Campus-based procedures review; development of district procedures	Coordinator of Safe Schools, Principal	Local	August 25, 2014- January 30, 2015	Written procedures; PL materials	Audit of each campus
Complete a minimum of 9 fire drills and 2 lock-down drills.	Previous year record of drills	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	Tracking system	Drill records
Provide orientation for all staff and students for protect mode and bad weather response.	Debrief of responses	Coordinator of Safe Schools, Principal	Local	August 25, 2014- June 4, 2015	PL materials	Orientation records

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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.2: Provide opportunities for all students in character development programs and activities.					PRINCIPAL: Paul House	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the Safe School Ambassadors' program at all secondary campuses, measuring the outcome and monitoring levels of student participation.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Secondary Education	Local, Title IV	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of SSA activities
Implement coordinated school health programs at each campus.	Student fitness assessment data	Principal, Health Coordinator	Local	August 25, 2014- June 4, 2015	Instructional materials	Fitness Gram results

Clear Creek Independent School District, Clear Falls High School
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DISTRICT STRATEGY III: We will ensure safe and nurturing learning environments.						
PERFORMANCE OBJECTIVE III.3: CCISD behavior framework on the social and emotional well-being of all students and employees.					PRINCIPAL: Paul House	
NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Reduce incidents of student bullying behavior.	2013-2014 Campus Bully Tracking Report	Principal, Teachers	Local	August 25, 2014- June 4, 2015	Bully Tracking System	Monthly review of discipline referrals
The district will form a CCISD behavior framework design team to create a plan for 2015-2016 implementation.	Inventory of all behavior and character programs used at each site	Director of Student Personnel Services	Title I	August 25, 2014- June 4, 2015	Meeting time	Monthly written progress reports
All campuses will implement District endorsed strategies to address suicide prevention.	Counselor referral	Counselor	Local	August 25, 2014- June 4, 2015	Professional Learning; counseling plan	Counseling logs; safe and healthy students
All campuses will implement District endorsed strategies to address conflict resolution.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to address violence prevention.	Discipline data	Counselor	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to focus on building relationships with students.	Campus climate survey results	Principal	Local	August 25, 2014- June 4, 2015	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.	Student discipline records	Principal	Local	August 25, 2014- June 4, 2015	Forms, procedures, professional Learning	Student discipline data

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				PRINCIPAL: Paul House		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Ensure that a minimum of 3 teachers submit videos for the Technology Integration Matrix (TIM).	Number of CCISD videos posted on TIM	Director of Learning Technology; Principal; Teachers	Local; CCEF Grant	August 25, 2014- June 4, 2015	Video recording equipment	Monthly report of TIM status by campus
Each student will meet performance expectations on the Digital Citizenship Assessment.	Previous year violations of RUG	Principal	Local	August 25, 2014- October 20, 2014	DC Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.	Previous year violations of RUG	Principal	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations

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DISTRICT STRATEGY IV: We will ensure each student understands and assumes his or her role as a productive citizen.						
PERFORMANCE OBJECTIVE IV.2: A future-ready culture that fosters college and career exploration and readiness.				PRINCIPAL: Paul House		
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Each student in grades 8 th – 11 th will create Course Plans in Naviance, improving usage from 80% to 100%.	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principal	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.	College information	Principal	Local	August 25, 2014 – September 15, 2014	Printing materials	Walk-through
The district and campus will provide information regarding graduation requirements as outlined in House Bill 5.	Parent survey data	Director of Student Personnel Services; Principal, Counselors	Local	August 25, 2014 – June 4, 2015	High school planning resources	Web-site
District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.	Review of curriculum	Executive Director of Curriculum and Instruction	Local	October 3, 2014 – March 2, 2015	Curriculum documents	Ongoing status reports; final report
By May 12, 2015 increase the percentage of AP students taking an AP test from 68% to 73%.	Campus AP Data	Director of Advanced Academics, Principal, Dean	Local	August 25, 2014 – June 4, 2015	AP instructional materials	AP report

Clear Creek Independent School District, Clear Falls High School
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DISTRICT STRATEGY V: We will broaden and strengthen connections within our communities.						
PERFORMANCE OBJECTIVE V.1: Processes that develop and maintain meaningful relationships within PK-12 communities.					PRINCIPAL: Paul House	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
By September 30, 2014 each campus will identify the PK-12 community of which they are a part.	Current PK-12 Communications	Director of Communications, Principal	Local	August 25, 2014 – September 30, 2014	Attendance zone and community information	All PK-12 communities identified
By December 19, 2014 each principal will tour at least 2 schools within his/her PK-12 community.	NA	Assistant Superintendent, Director of Communications, Principal	Local	August 25, 2014 – December 19, 2014	Scheduled campus visits	Record of campus visited submitted by January 9, 2015
By May 1, 2015 at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.	PK-12 Community Listing	Assistant Superintendent, Director of Communications, Principal	Local	January 6, 2015 – May 1, 2015	Communication modes	Communication logs or materials submitted by June 4, 2015.
Coordinate with PK-12 community to ensure that no major campus events overlap.	Event calendar	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	PK-12 Community calendars	Calendar of events
By October 2014 the campus will exclusively utilize Skylert for mass voice, text and e-mail communications.	Prior system	Director of Communications, Principals	Local	August 25, 2014 – October 20, 2014	Skylert system	Log of messages sent

Clear Creek Independent School District, Clear Falls High School
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DISTRICT STRATEGY VI: We will ensure mutual understanding and support through effective communication						
PERFORMANCE OBJECTIVE VI.2: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					PRINCIPAL: Paul House	
NCLB GOAL 1: By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. NCLB GOAL 5: All students will graduate from high school.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement Communication Knights to improve communication between teachers, students and parents regarding students' academic progress. Communication Knights will: <ul style="list-style-type: none"> help the Education Village community better utilize existing communication resources (e.g. CCISD4Me, teacher websites, etc.) include bilingual sessions for Spanish speaking families 	2014 Parent Involvement Survey	Principal, Director of Communications	Local	October 2014- June 2015	District survey; meeting time; plan to improve	Outreach documentation
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 assistance available at the school. (Title I) 	Parent/Teacher Conference Records	Assistant Superintendents; Principal	Local	October 2014- June 2015	Meeting time; meeting space	Conference Logs

Clear Creek Independent School District, Clear Falls High School
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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.1: An instructional coaching model to facilitate the building of teacher capacity.					PRINCIPAL: Paul House	
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.	Teacher reflection	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan;	Teacher goal sheets
Teachers will have ongoing access to coaching for job embedded professional learning to enhance first time instruction. (Targets: 4 days per weeks at high school)	Individual teacher goals Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014- June 30, 2015	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Instructional coaches will work directly with teachers and teacher teams to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction. (Targets: at least 50% of high school specialists' time on campus is spent working directly with teachers.)	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Instructional coaches will engage in focused professional learning that supports alignment of district goals and campus needs. (Targets: at least 2 days per month with 50% of that time for curriculum PL and 50% of the time for coaching skill development and integration of skills.)	Individual coach goals Campus data Campus needs	Instructional coaches, Instructional Coaching Coordinator; Curriculum Coordinators, Principal	Local, Title II	July 1, 2014 – June 30, 2015	PL Plan External Coaching resources (e.g. Learning Forward) External Curriculum resources	PL day agendas; Coaches' reflections; coaches' goal sheets

Clear Creek Independent School District, Clear Falls High School
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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.2 All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.					PRINCIPAL: Paul House	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Analyze highly qualified teacher data between high and low poverty campuses.	Highly Qualified Report	Executive Director of Human Resources	Local, Title I	May 2014	Data reports	Data analysis documents
All schools will engage in targeted, specific activities, including recognizing faculty for positive contributions and implementing a professional learning model focused on collaboration and feedback, to enhance a positive school climate for all campus employees.	2014 Climate Survey	Principal	Local	August 25, 2014- June 4, 2015	Meeting time, improvement plan	Survey results, approved plan

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DISTRICT STRATEGY VII: We will build capacity for organizational change.						
PERFORMANCE OBJECTIVE VII.3 Each instructional employee will complete a minimum of 30 hours of professional learning annually.					PRINCIPAL: Paul House	
NCLB GOAL 2: All students will be taught by highly qualified teachers.						
GOALS	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/EVALUATION
Implement the CCISD Professional Learning Plan.	Professional Learning survey results	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	CCISD Professional Learning Plan, System	Agendas, work products
Implement the Latitude to Learn Professional Learning Plan.	PL records	Principal, Executive Director of Professional Learning	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products
By June 4 2015 increase the number of professional learning hours earned by campus instructional staff by at least 10%.	PL records	Executive Director of Professional Learning, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	PL Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.	Lesson Plans	Executive Director of PL, Principal	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products

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The following data were used as part of the comprehensive needs assessment process:

Improvement Planning Data

Current and/or prior year(s) campus and/or district improvement plans
Campus planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data
Performance Index Framework Data: Index 1 - Student Achievement
Performance Index Framework Data: Index 2 - Student Progress
Performance Index Framework Data: Index 3 - Closing Performance Gaps
Performance Index Framework Data: Index 4 - Postsecondary Readiness
System Safeguards and Texas Accountability Intervention System (TAIS) data
Critical Success Factor(s) data
Accountability Distinction Designations
AEIS longitudinal data
NCLB Report Card data
PBMAS data
Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
STAAR End-of-Course current and longitudinal results, including all versions
Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
STAAR ELL Progress Measure data
Texas English Language Proficiency Assessment System (TELPAS) results
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
Advanced Placement (AP) assessment data
SAT and/or ACT assessment data
PSAT and/or PLAN assessment data
Local benchmark or common assessments data
Student failure and/or retention rates

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Student Data: Student Groups

Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender
Economically disadvantaged/Non-economically disadvantaged performance and participation data
Male/female performance and participation data
Special education population, including performance, discipline, attendance, and mobility
Migrant population, including performance, discipline, attendance and mobility
At-Risk population, including performance, discipline, attendance and mobility
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender
Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Annual dropout rate data
Attendance data
Discipline records
Violence and/or violence prevention records
Student surveys and/or other feedback
Class size averages by grade and subject

Parent/Community Data

Parent surveys and/or other feedback
Parent involvement rate

Support Systems and Other Data

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

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CFHS Enrollment Data

Enrollment	2014-15 (TEAMS)	2013-14 (TEAMS)	2012-13 (TAPR)	2011-12 (AEIS)	2010-11 (AEIS)
Grade 9	655	653	657	617	629
Grade 10	622	614	601	605	531
Grade 11	618	583	613	513	0
Grade 12	552	533	493	0	0
Total Enrollment	2,447	2,383	2,364	1,735	1,160

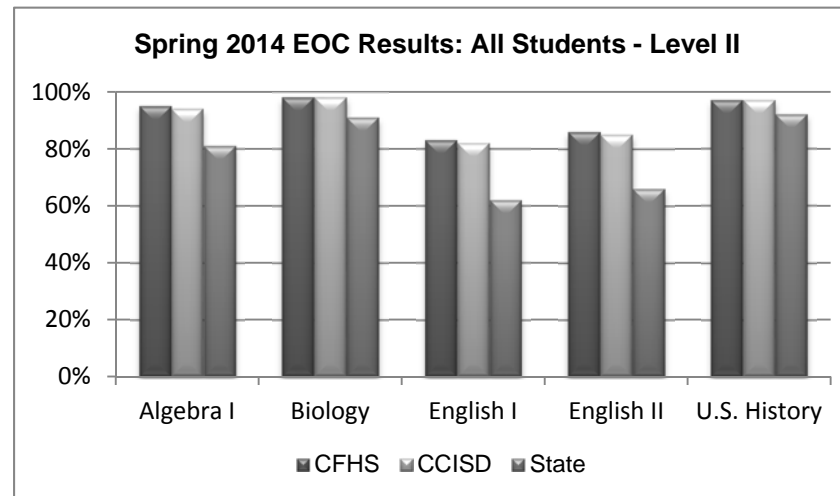
Student Demographics	2014-15 (TEAMS)	2013-14 (TEAMS)	2012-13 (TAPR)	2011-12 (AEIS)	2010-11 (AEIS)
African American	4.9%	5.2%	5.2%	5.2%	5.1%
Hispanic	22.3%	20.9%	19.5%	19.3%	11.0%
White	65.2%	66.7%	68.3%	68.8%	79.0%
American Indian	0.3%	0.1%	0.1%	0.1%	0.3%
Asian	4.0%	4.2%	3.7%	3.7%	3.4%
Pacific Islander	0.0%	0.1%	0.1%	0.2%	0.0%
Two or More Races	3.2%	3.1%	3.0%	2.7%	1.2%
Economically Disadv.	14.5%	14.7%	14.6%	17.1%	15.5%
At-Risk	34.0%	27.9%	29.7%	30.5%	15.5%
Mobility	N/A	11.4%	12.6%	11.1%	---
Limited English Prof.	1.9%	1.3%	1.0%	1.0%	1.4%
Special Education	7.9%	7.3%	8.5%	7.5%	7.9%
Gifted and Talented	7.9%	8.4%	7.6%	9.0%	9.3%

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**Spring 2014 STAAR EOC Results – Level II Satisfactory
First-Time Tested Students**

Student Group	English I	Algebra I	Biology	English II	U.S. History
All Students	86%	95%	99%	88%	97%
Hispanic	79%	95%	97%	82%	98%
Asian	90%	91%	100%	88%	90%
African American	70%	97%	100%	84%	100%
White	89%	95%	99%	89%	98%
Two or More	93%	100%	100%	100%	100%
Economically Dis.	66%	92%	96%	76%	100%
LEP (<10 students)	20%	67%	75%	38%	71%
Special Education	22%	76%	92%	54%	90%

First-Time Tested and Retested Students

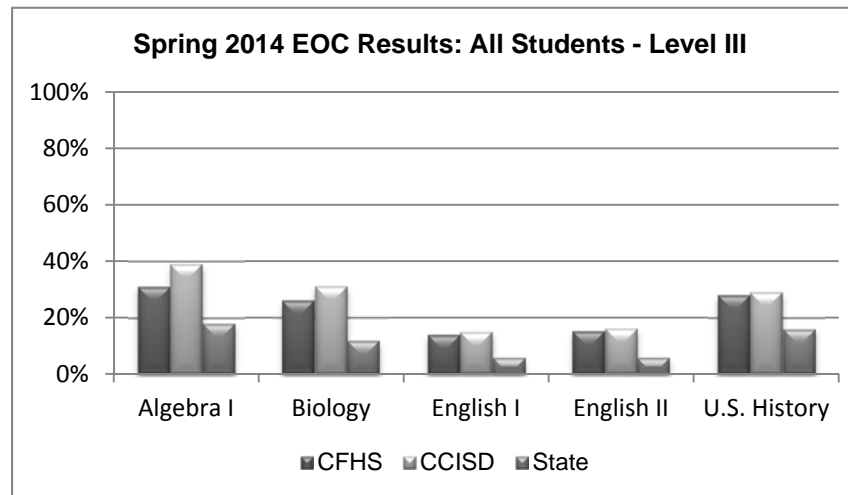


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**Spring 2014 STAAR EOC Results – Level III Advanced Performance
First-Time Tested Students**

Student Group	English I	Algebra I	Biology	English II	U.S. History
All Students	16%	32%	26%	16%	28%
Hispanic	7%	29%	16%	17%	19%
Asian	39%	55%	38%	29%	32%
African American	15%	28%	9%	0%	28%
White	17%	33%	31%	16%	31%
Two or More	29%	30%	15%	5%	21%
Economically Dis.	3%	18%	12%	6%	12%
LEP (<10 students)	0%	17%	0%	0%	0%
Special Education	9%	0%	13%	0%	10%

First-Time Tested and Retested Students



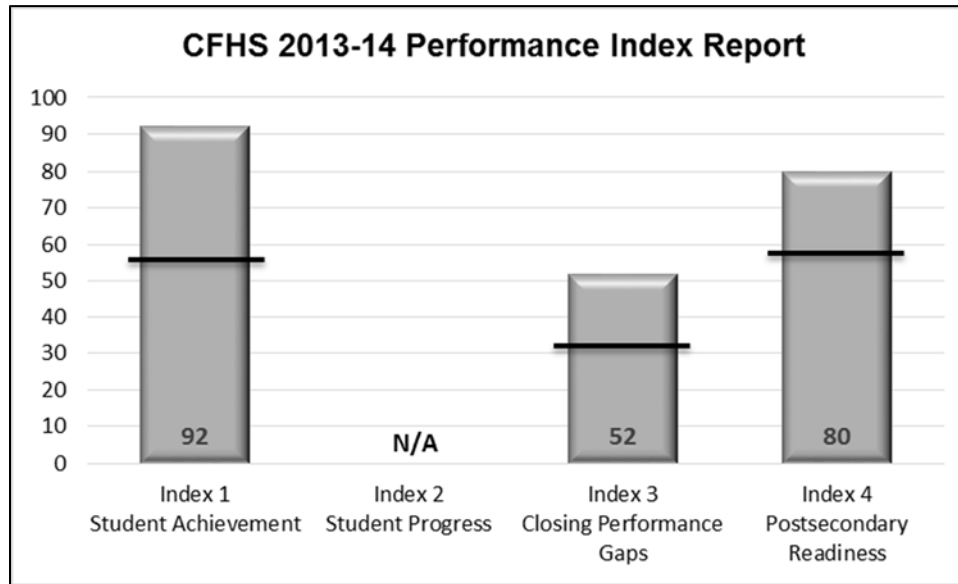
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2013-14 CFHS State Accountability

Accountability Rating: **Met Standard**

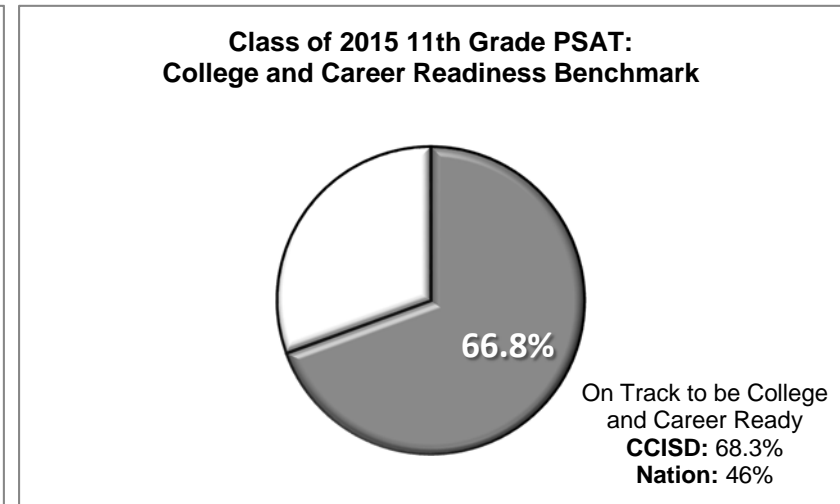
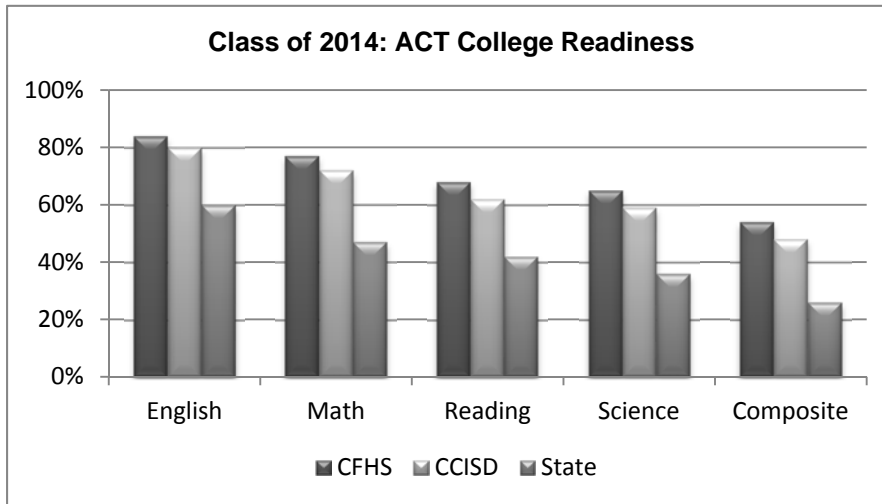
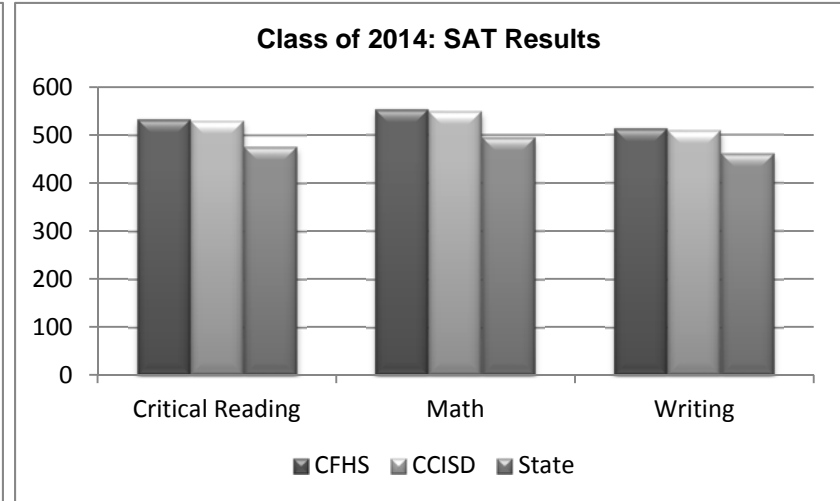
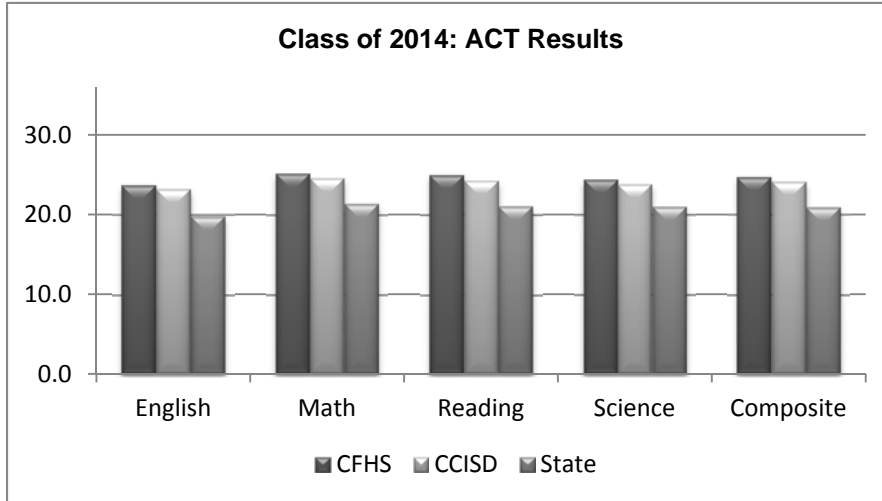
Distinctions Earned: **Top 25% Closing Achievement Gaps**

Met 100% of System Safeguards



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College Readiness Indicators



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Advanced Placement

2014 AP Exams	CFHS	CCISD	State
Total AP Exams	889	4,824	434,090
% of Scores >= 3	70%	73%	49%
Average Score	3.198	3.289	2.580

2014 AP Exams	Tested	Average Score
Hispanic	50	2.740
Asian	107	3.234
African American	22	3.000
White	638	3.266
Two or More Races	11	3.182
Other/No Response	5	3.800

**Student self-reported ethnicity*

AP Course Enrollment	2014-15**	2013-14	2012-13
Hispanic	22.5%	28.9%	27.1%
Asian	53.5%	65.6%	52.3%
African American	17.4%	21.2%	17.7%
White	31.9%	33.7%	32.4%
Two or More Races	29.9%	34.7%	29.6%
Economically Disadv.	19.5%	17.7%	17.2%

***2014-15 Does not include 2nd semester enrollment*

2013-14 AP Courses	Enrolled	Tested	% Tested
2-D Design Portfolio	12	9	75%
3-D Design Portfolio	2	2	100%
Biology	18	13	72%
Calculus AB	86	59	69%
Calculus BC	6	5	83%
Chemistry	23	16	70%
Computer Science A	38	12	32%
Drawing Portfolio	6	4	67%
English Language & Composition	189	147	78%
English Literature & Composition	116	74	64%
Environmental Science	21	13	62%
Human Geography	147	109	74%
Latin Vergil	2	2	100%
Macroeconomics	92	60	65%
Music Theory	17	7	41%
Physics B	20	17	85%
Physics C	12	10	83%
Psychology	70	40	57%
Spanish Language and Culture	25	19	76%
Statistics	71	15	21%
US Government and Politics	92	63	68%
US History	132	101	77%
World History	102	81	79%
Total	1299	878	68%

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CIIC Members:

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Brenda Clift
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Valerie Loper
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