

# **Clear Creek Independent School District**

**District Improvement Plan  
2014-2015**

# Clear Creek Independent School District 2014-2015 District Education Improvement Plan

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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 Goals**

1. The students 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 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.

**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.

## DISTRICT INSTRUCTIONAL IMPROVEMENT STRATEGIES, PERFORMANCE OBJECTIVES, AND GOALS

### **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.

Goals:

1. By December 14, 2014, campuses will increase general education placements for students receiving special education, as individually appropriate.
2. By January 25, 2015, the district will conduct a review of the academic curriculum to determine number of options available to personalize student learning. We will use this as baseline data for future improvement.
3. 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.

### **Strategy II: We will 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.

Goals:

1. By December 12, 2014, each level will compile a listing all academic and behavior support options available for each student.
2. By May 12, 2015, the district will develop a rank order list of academic and behavior support options demonstrated to be the most successful.

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

Goals:

1. Improve student passing on STAAR as follows:
  - 3<sup>rd</sup> grade reading from 87% to 90%
  - 3<sup>rd</sup> grade math from 77% to 85%
  - 4<sup>th</sup> grade reading from 86% to 90%
  - 4<sup>th</sup> grade math from 79% to 85%
  - 4<sup>th</sup> grade writing from 84% to 90%
  - 5<sup>th</sup> grade reading from 89% to 95%
  - 5<sup>th</sup> grade math from 88% to 95%
  - 5<sup>th</sup> grade science from 85% to 90%
  - 6<sup>th</sup> grade reading from 88% to 95%
  - 6<sup>th</sup> grade math from 88% to 95%
  - 7<sup>th</sup> grade reading from 87% to 95%
  - 7<sup>th</sup> grade math from 82% to 90%
  - 7<sup>th</sup> grade writing from 84% to 90%
  - 8<sup>th</sup> grade reading from 93% to 95%
  - 8<sup>th</sup> grade math from 92% to 95%
  - 8<sup>th</sup> grade science from 86% to 90%
  - 8<sup>th</sup> grade social studies from 79% to 85%
  - 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%
2. By June 4, 2015, increase the CCISD student attendance rate from 95.9% to 96.5%.

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.

Goals:

1. Implement identified instructional approaches that will be used to address the needs of students identified as ELL.
2. Implement identified instructional approaches that will be used to address the needs of students identified as At-Risk.
3. Implement identified instructional approaches that will be used to address the needs of students receiving special education services.
4. 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.
5. Implement identified instructional approaches that will be used to address the needs of students identified as Gifted and Talented.
6. All schools will implement a minimum of two District endorsed strategies to address drop-out prevention.
7. All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction. (State Compensatory funding)

**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.

Goals:

1. 100% of staff will be trained in visitor procedures.
2. 100% of staff will be trained in student arrival and dismissal procedures.
3. Each campus will complete a minimum of 9 fire drills and 2 lock-down drills.
4. Each campus will provide orientation for all staff and students for protect mode and bad weather response.

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

Goals:

1. Implement the Safe School Ambassadors program at all secondary campuses, measuring the outcome and monitoring levels of student participation.
2. Implement elementary campus-based character education programs measuring the outcome and monitoring levels of student participation.
3. Implement coordinated school health programs at each campus.

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

Goals:

1. Reduce incidents of student bullying behavior.
2. The district will form a CCISD behavior framework development team to design a plan for 2015-2016 implementation.
3. All campuses will implement District endorsed strategies to address suicide prevention.
4. All campuses will implement District endorsed strategies to address conflict resolution.
5. All campuses will implement District endorsed strategies to address violence prevention.
6. All campuses will implement District endorsed strategies to focus on building relationships with students.
7. Implement the District procedure and system to prevent (educate), track, investigate and resolve allegations of bullying and cyber-bullying.

**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.

Goals:

1. Ensure that a minimum of 3 teachers per campus submit videos for the Technology Integration Matrix (TIM)
2. Each student will meet performance expectations on the Digital Citizenship Assessment.
3. Decrease the number of student violations of the Digital Citizenship Honor Code.
4. By May 12, 2015, increase from 75% to 90% the percentage of students who report that all classrooms lessons are engaging and interactive.
5. By May 30, 2015, increase from 96% to 98% the percentage of 8<sup>th</sup> grade students demonstrating proficiency on the Learning.com Technology Assessment. (Intermediate only)

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

Goals:

1. 100% of secondary campuses will utilize Naviance to ensure that students and their parents have needed information for college and career planning:
  - Each 6<sup>th</sup> grade student will complete the Learning Styles Inventory in Naviance.
  - Each 7<sup>th</sup> grade student will complete the Career Key Assessment in Naviance.
  - Each 8<sup>th</sup> grade student will complete the Career Cluster Finder in Naviance.
  - Each student in grades 6<sup>th</sup> – 12<sup>th</sup> will set/update academic, career, social and personal goals in Naviance.
  - Each student in grades 8<sup>th</sup> – 11<sup>th</sup> will create Course Plans in Naviance.
2. All 5<sup>th</sup> grade students will be provided a variety of information on college and careers.
3. All instructional staff will post information on the college from which they graduated either inside or outside their classroom.
4. The district will provide information regarding graduation requirements as outlined in House Bill 5.
5. District curriculum will be revised to allow for student experiential learning to address effective communication and interpersonal skills.
6. By May 12, 2015, increase the percentage of AP students taking an AP test from 75% to 80%.

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

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

Goals:

1. By September 30, 2014, each campus will identify the PK-12 community of which they are a part.
2. By October 30, 2014, all campuses will utilize Skylert for communications.
3. By December 19, 2014, each Principals will tour at least 2 schools within his/her PK-12 community.
4. By May 1, 2015, at least two parent communications will include details of upcoming activities at other schools within the PK-12 community.
5. Campuses will coordinate with PK-12 community to ensure that no major campus events overlap.

**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.

Goals:

1. Teachers in grades 2-12 will update online gradebook on a weekly basis.
2. Campuses will update web-based calendars on a weekly basis.

**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.

Goals:

1. Increase the number of teachers engaged in coaching activities, including modeling, observation, and collegial conversations/reflection.
2. Teachers will have ongoing access to coaching for job embedded professional learning to enhance first time instruction.
3. Elementary and secondary 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.
4. Elementary and secondary coaches will engage in focused professional learning that supports alignment of district goals and campus needs.
5. Instructional Coaching Coordinator will develop and implement a comprehensive coaching model that aligns district goals and campus needs, and consolidates all coaching Professional Learning into a comprehensive and manageable plan.

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

Goals:

1. Analyze highly qualified teacher data between campuses.



2. All schools will engage in targeted, specific activities to enhance a positive school climate for all campus employees.

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

Goals:

1. Implement the CCISD Professional Learning Plan.
2. Implement the Latitude to Learn Professional Learning Plan.
3. By June 4, 2015, increase the number of professional learning hours earned by instructional staff from 214,432 hours to 235,875 hours.
4. Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring.

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<b>DISTRICT STRATEGY I:</b> We will inspire learning through an array of personalized opportunities and experiences.						
<b>PERFORMANCE OBJECTIVE I.1:</b> Develop curriculum and flexible scheduling that supports student choice and personalized learning.				<b>SUPERINTENDENT:</b> Dr. Greg Smith		
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING SOURCE</b>	<b>TIMELINE START/ END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/ EVALUATION</b>
By December 14, 2014, increase general education placements for students receiving special education, as individually appropriate.	2013-2014 student placements	Principals, Teachers	Local, IDEA	August 25, 2014 – December 14, 2014	Teachers to support inclusion	Summative data showing increase; increased student performance on summative assessments
By January 25, 2015, conduct a review of the academic curriculum to determine number of options available to personalize student learning. Use this as baseline data for future improvement.	Curriculum documents	Executive Director of Curriculum and Instruction	Local; CCEF Grant	August 25, 2014 - January 25, 2015	Eduphoria	Interim reports; final baseline data
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	Executive Director of Professional Learning	Local, Title II	August 25, 2014 – April 17, 2015	Technology to track	District PL records

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<u>DISTRICT STRATEGY II: We will provide support to meet the needs and aspirations of each student.</u>						
<b>PERFORMANCE OBJECTIVE II.1:</b> Develop a systematic approach for instructional and behavioral supports for each student.				<b>SUPERINTENDENT:</b> Dr. Greg Smith		
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
By December 12, 2014, each level will compile a listing of all academic and behavior support options available for each student.	Previous listing of supports by campus	Principals, Director of Assessment & Evaluation, Coordinator of At-Risk Services	Local	August 25, 2014 – December 12, 2014	Dedicated time to develop listing	Submitted list
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	Principals, Director of Assessment & Evaluation	Local	January 6, 2015 – May 12, 2015	Data analyst to review listings; related research	Final report

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<b>DISTRICT STRATEGY II:</b> We will provide support to meet the needs and aspirations of each student.						
<b>PERFORMANCE OBJECTIVE II.2:</b> Provide support so that each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.					<b>SUPERINTENDENT:</b> Dr. Greg Smith	
<b>No Child Left Behind (NCLB) GOAL 1:</b> By 2014-2015, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.						
<b>No Child Left Behind (NCLB) GOAL 5:</b> All students will graduate from high school.						
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
Improve student passing on STAAR as follows: <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade reading from 87% to 90%</li> <li>• 3<sup>rd</sup> grade math from 77% to 85%</li> <li>• 4<sup>th</sup> grade reading from 86% to 90%</li> <li>• 4<sup>th</sup> grade math from 79% to 85%</li> <li>• 4<sup>th</sup> grade writing from 84% to 90%</li> <li>• 5<sup>th</sup> grade reading from 89% to 95%</li> <li>• 5<sup>th</sup> grade math from 88% to 95%</li> <li>• 5<sup>th</sup> grade science from 85% to 90%</li> <li>• 6<sup>th</sup> grade reading from 88% to 95%</li> <li>• 6<sup>th</sup> grade math from 88% to 95%</li> <li>• 7<sup>th</sup> grade reading from 87% to 95%</li> <li>• 7<sup>th</sup> grade math from 82% to 90%</li> <li>• 7<sup>th</sup> grade writing from 84% to 90%</li> <li>• 8<sup>th</sup> grade reading from 93% to 95%</li> <li>• 8<sup>th</sup> grade math from 92% to 95%</li> <li>• 8<sup>th</sup> grade science from 86% to 90%</li> <li>• 8<sup>th</sup> grade social studies from 79% to 85%</li> <li>• ELA I EOC from 86% to 90%</li> <li>• ELA II EOC from 88% to 90%</li> <li>• Algebra I EOC from 96% to 97%</li> <li>• Biology EOC from 99% to 100%</li> <li>• US History EOC from 97% to 98%</li> </ul>	Individual student data reports identifying strengths and weaknesses	Assistant Superintendents, Director of Assessment & Evaluation, Principals, Teachers	Local, State compensatory, Title I	August 25, 2014- June 4, 2015	AWARE data, designated, planned time for data review, time for intervention, communication methods for students and parents	Ongoing progress reports for each student
By June 4, 2015, increase the CCISD student attendance rate from 95.9% to 96.5%.	2013-2014 student attendance data	Assistant Superintendents, Principals	Local	August 25, 2014- June 4, 2015	Attendance officers	Nine-weeks student attendance reports by campus
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, Principals	Local, Title I	August 2014- June 2015	Student data	Meeting agendas; planning documents
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	Principals	Local, State compensatory, Title I	August 25, 2015- April 23, 2015	Professional learning sessions	Student performance, professional Learning attendance records

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<b>DISTRICT STRATEGY II:</b> We will provide support to meet the needs and aspirations of each student.						
<b>PERFORMANCE OBJECTIVE II.3:</b> Provide support so that each student receiving services 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.					<b>SUPERINTENDENT:</b> Dr. Greg Smith	
<b>No Child Left Behind (NCLB) GOAL 4:</b> 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. <b>No Child Left Behind (NCLB) GOAL 5:</b> All students will graduate from high school.						
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
Implement identified instructional approaches that will be used to address the needs of students identified as English Language Learners. (TEC 11.252(a)(3)(B))	Student assessment data	Director for English Language Learners; Bilingual Coordinator	Local, Title III	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 At-Risk. (TEC 11.252(a)(3)(B))	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 that will be used to address the needs of students receiving special education services. (TEC 11.252(a)(3)(B))	Student assessment data	Director of Special Education; Principals	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. (TEC 11.252(a)(3)(B))	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. (TEC 11.252(a)(3)(B))	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. (TEC 11.252(a)(3)(C))	Student assessment results	Principals	State compensatory funds	Review every nine weeks	Professional Learning	Student completion rates
All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction. ((TEC 11.252(a)(3)(H))	Student grade reports	Principals	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 Implement consistent district procedures for visitors on campus and student arrival/dismissal.					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
100% of staff will be trained in visitor procedures.	Current written procedures	Coordinator of Safe Schools, Principals	Local	August 25, 2014- June 4, 2015	Written procedures	Audit of each campus
100% of staff will be trained in student arrival and dismissal procedures.	Campus-based procedures review; development of district procedures	Coordinator of Safe Schools, Principals	Local	August 25, 2014- June 4, 2015	Written procedures; Professional Learning materials	Audit of each campus
Each campus will complete a minimum of 9 fire drills and 2 lock-down drills.	Previous year record of drills	Coordinator of Safe Schools, Principals	Local	August 25, 2014- June 4, 2015	Tracking system	Drill records
Each campus will provide orientation for all staff and students for protect mode and bad weather response.	Debrief of responses	Coordinator of Safe Schools, Principals	Local	August 25, 2014- June 4, 2015	Professional Learning materials	Orientation records

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<b>DISTRICT STRATEGY III:</b> We will ensure safe and nurturing learning environments.						
<b>PERFORMANCE OBJECTIVE III.2:</b> Implement character development programs and opportunities for each student.					<b>SUPERINTENDENT:</b> Dr. Greg Smith	
<b>No Child Left Behind (NCLB) GOAL 3:</b> All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
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, Principals	Local	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, Principals	Local	August 25, 2014- June 4, 2015	Professional Learning materials	Needs assessment results, listing of activities
Implement coordinated school health programs at each campus.	Student fitness assessment data	Principals, Health Coordinator	Local	August 25, 2014- June 4, 2015	Instructional materials	Fitness Gram results

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<b>DISTRICT STRATEGY III:</b> We will ensure safe and nurturing learning environments.						
<b>PERFORMANCE OBJECTIVE III.3:</b> Develop a CCISD behavior framework on the social and emotional well-being of all students and employees.					<b>SUPERINTENDENT:</b> Dr. Greg Smith	
<b>No Child Left Behind (NCLB) GOAL 3:</b> All students will be educated in learning environments that are safe, drug-free, and conducive to learning.						
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
Reduce incidents of student bullying behavior.	2013-2014 Campus Bully Tracking Report	Principals, Teachers	Local	August 25, 2014- June 4, 2015	Records	Monthly review of discipline referrals
The district will form a CCISD behavior framework development team to design a plan for 2015-2016 implementation.	Inventory of all behavior and character programs used at each site	Executive Director of C&I, 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. (TEC 11.252 (a)(3)(B))	Counselor referral	Counselors	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. (TEC 11.252 (a)(3)(B))	Discipline data	Counselors	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. (TEC 11.252 (a)(3)(B))	Discipline data	Counselors	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. (TEC 11.252 (a)(3)(B))	Campus climate survey results	Principals	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	Assistant Superintendents, Principals	Local	August 25, 2014- June 4, 2015	Forms, procedures, Professional Learning	Student discipline data



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DISTRICT STRATEGY IV: <u>We will ensure each student understands and assumes his or her role as a productive citizen.</u>						
PERFORMANCE OBJECTIVE IV.1: Responsible and effective use of technology while learning at school, home, and in the community				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
Ensure that a minimum of 3 teachers/campus submit videos for the Technology Integration Matrix (TIM) <b>(TEC 11.252(a)(3)(D))</b>	Number of CCISD videos posted on TIM	Director of Learning Technology, Principals, Teachers	Local; Clear Creek Education Foundation 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 Responsible Use Guidelines	Principals	Local	August 25, 2014- October 20, 2014	Assessment	Assessment results
Decrease the number of student violations of the Digital Citizenship Honor Code.	Previous year violations of Responsible Use Guidelines	Principals	Local	August 25, 2014- June 4, 2015	Student disciplinary system	Semester reports of violations
By May 30, 2015, increase from 96% to 98% the percentage of 8 <sup>th</sup> grade students demonstrating proficiency on the Learning.com Technology Assessment. (Intermediate only)	Previous year results	Director of Learning Technology; Principals; Teachers	Local	August 25, 2014 – May 30, 2015	Assessment instrument	Summative assessment results
By May 12, 2015, increase from 75% to 90% the percentage of students who report that all classrooms lessons are engaging and interactive.	Prior year student Latitude to Learn survey results	Director of Assessment and Evaluation, Principals, Teachers	Local	August 25, 2014 – May 12, 2015	Survey	Completed survey

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<b>DISTRICT STRATEGY IV:</b> We will ensure each student understands and assumes his or her role as a productive citizen.						
<b>PERFORMANCE OBJECTIVE IV.2:</b> A future-ready culture that fosters college and career exploration and readiness.				<b>SUPERINTENDENT:</b> Dr. Greg Smith		
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
100% of secondary campuses will utilize Naviance to ensure that students and their parents have needed information for college and career planning: <ul style="list-style-type: none"> <li>Each 6<sup>th</sup> grade student will complete the Learning Styles Inventory in Naviance.</li> <li>Each 7<sup>th</sup> grade student will complete the Career Key Assessment in Naviance.</li> <li>Each 8<sup>th</sup> grade student will complete the Career Cluster Finder in Naviance.</li> <li>Each student in grades 6<sup>th</sup> – 12<sup>th</sup> will set/update academic, career, social and personal goals in Naviance.</li> <li>Each student in grades 8<sup>th</sup> – 11<sup>th</sup> will create Course Plans in Naviance. (TEC 11.252(a)(4))</li> </ul>	Prior year usage data	Assistant Superintendent; Director of Student Personnel Services; Principals	Local	August 25, 2014 – June 4, 2015	Naviance; scheduled teaching time	Campus usage results; goals for future improvement
All 5 <sup>th</sup> grade students will be provided information on college and careers. (TEC 11.252(a)(3)(G))	Career inventory	Assistant Superintendent; Director of Student Personnel Services; Principals, Counselors	Local	August 25, 2014 – June 2, 2015	Career information	Record of events, lessons
All instructional staff will post information on the college from which they graduated either inside or outside their classroom.	College information	Principals	Local	August 25, 2014 – February 27, 2015	Printing materials	Walk-through
The district will provide information regarding graduation requirements as outlined in House Bill 5.	Parent survey data	Director of Student Personnel Services; Principals, Counselors	Local	August 25, 2014 – June 3, 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%.	Prior year data	Director of Advanced Academics, Principals, Counselors, Teachers	Local	August 25, 2014 – June 2, 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.					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
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, Principals	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	Assistant Superintendent, Director of Communications, Principals	Local	August 25, 2014 – December 19, 2014	Scheduled campus visits	Web page updates
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, Principals	Local	January 6, 2015 – May 1, 2015	Communication modes	Web page updates
Campuses will 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	Skylert system	Calendar of events
By October 2014, all campuses will utilize Skylert for 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.1: Resources to increase parent awareness of campus and district information.					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
Teachers in grades 2-12 will update online gradebook on a weekly basis.	Record of updates to online gradebook during previous school year	Assistant Superintendent; Director of Student Data Services; Principals, Teachers	Local	August 25, 2014- June 4, 2015	Student management system	Weekly status reports; teacher appraisal results
Campuses will update web-based calendars on a weekly basis.	Record of updates to campus websites during previous school year	Principals	Local	August 29, 2014- June 4, 2015	Web based system	Weekly status reports; Principals appraisal results

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<b>DISTRICT STRATEGY VI:</b> We will ensure mutual understanding and support through effective communication						
<b>PERFORMANCE OBJECTIVE VI.2:</b> Provide opportunities for all parents to participate in activities as a partner in their child's educational process.					<b>SUPERINTENDENT:</b> Dr. Greg Smith	
<b>No Child Left Behind (NCLB) GOAL 1:</b> By 2014 all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. <b>No Child Left Behind (NCLB) GOAL 4:</b> 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. <b>No Child Left Behind (NCLB) GOAL 5:</b> All students will graduate from high school.						
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
Teachers will conference with parents at least once each year to provide a variety of information, including: <ul style="list-style-type: none"> <li>• what the school will do to help students meet performance standards;</li> <li>• what the parent can do to help the student's performance;</li> <li>• additional assistance available at the school. (Title I)</li> </ul>	Parent/Teacher Conference Records	Assistant Superintendents; Principals	Local	October 1, 2014- June 3, 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	Principals	Title I	October 1, 2014- June 3, 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: Implement an instructional coaching model to facilitate the building of teacher capacity.				SUPERINTENDENT: Dr. Greg Smith		
GOALS <b>TEC 11.252(a)(3)(F)</b>	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	Teacher, instructional coach, principal	Local, Title II	July 1, 2014 – June 30, 2015	Professional Learning 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	Teacher, instructional coach, principal	Local, Title II	July 1, 2014- June 30, 2015	Professional Learning Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Elementary and secondary 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.	Individual teacher goals Team meeting notes Campus data Campus needs	Teacher, instructional coach, principal	Local, Title II	July 1, 2014 – June 30, 2015	Professional Learning Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Elementary and secondary coaches will engage in focused professional learning that supports alignment of district goals and campus needs.	Individual coach goals Campus data Campus needs	Instructional coach, Instructional Coaching Coordinator; Curriculum Coordinators, Principal	Local, Title II	July 1, 2014 – June 30, 2015	Professional Learning Plan External Coaching resources (e.g. Learning Forward) External Curriculum resources	Professional Learning day agendas; Coaches' reflections; coaches' goal sheets
Instructional Coaching Coordinator will develop and implement a comprehensive coaching model that aligns district goals and campus needs, and consolidates all coaching Professional Learning into a comprehensive and manageable plan.	Principal goals Coach goals	Instructional Coaching Coordinator	Local, Title II	July 1, 2014 – June 30, 2015	Curriculum Coordinator; External coaching resources (e.g. Learning Forward)	Professional Learning plan Coaches; calendars and meeting notes End of Professional Learning day reflections/plans

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<b>DISTRICT STRATEGY VII:</b> We will build capacity for organizational change.						
<b>PERFORMANCE OBJECTIVE VII.2</b> All teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.					<b>SUPERINTENDENT:</b> Dr. Greg Smith	
<b>No Child Left Behind (NCLB) GOAL 2:</b> All students will be taught by highly qualified teachers.						
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
Analyze highly qualified teacher data between 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.	Climate Survey	Principals	Local	August 25, 2014- June 4, 2015	Meeting time, improvement plan	Survey results, approved plan

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<b>DISTRICT STRATEGY VII:</b> We will build capacity for organizational change.						
<b>PERFORMANCE OBJECTIVE VII.3</b> Each instructional employee will complete a minimum of 30 hours of professional learning annually.					<b>SUPERINTENDENT:</b> Dr. Greg Smith	
<b>No Child Left Behind (NCLB) GOAL 2:</b> All students will be taught by highly qualified teachers.						
<b>GOALS</b>	<b>NEEDS ASSESSMENT</b>	<b>STAFF/OTHER PERSONS RESPONSIBLE</b>	<b>FUNDING/SOURCE</b>	<b>TIMELINE START/END</b>	<b>RESOURCES NEEDED: HUMAN MATERIAL, FISCAL</b>	<b>EVIDENCE OF MONITORING/EVALUATION</b>
Implement the CCISD Professional Learning Plan. (TEC 11.252(a)(3)(F))	Professional Learning survey results	Executive Director of Professional Learning, Principals	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. (TEC 11.252(a)(3)(F))	Professional Learning records	Executive Director of Professional Learning, Principals	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 instructional staff from 214,432 hours to 235,875 hours. (TEC 11.252(a)(3)(F))	Professional Learning records	Executive Director of Professional Learning, Principals	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Professional Learning Report
Deepen the use of the Common Learning Framework strategies through ongoing professional learning, support, and monitoring. (TEC 11.252(a)(3)(F))	Lesson Plans	Executive Director of Professional Learning, Principals	Local, Title I, Title II	August 25, 2014- June 4, 2015	Professional learning materials	Agendas, work products



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## **DISTRICT COMPREHENSIVE NEEDS ASSESSMENT**

*Texas Education Code, 11.252(a)(1) requires that a comprehensive needs assessment addressing the student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education be conducted annually.*

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  
NCLB Report Card data  
PBMAS 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)

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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

**Comprehensive Needs Assessment Process:** In May 2014, the District Education Improvement Committee (DEIC) Planning Sub-Committee examined a wide variety of student performance data, with an emphasis on the 2013 Texas Academic Progress Report (TAPR). During this meeting, members of the DEIC sub-committee identified trends and concerns based on data. Finally, members of the DEIC sub-committee prioritized strategies consistent with the District strategic plan to address concerns. These strategies are included in the 2014-2015 CCISD District Instructional Improvement Plan. The information that follows lists trends and concerns identified by the DEIC sub-committee.

The Clear Creek Independent School District was founded in 1948 and, as of 2013-14, served 40,105 students in grades PK through 12 compared to 35,378 student in 2006-07.

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2014-2015 District Improvement Plan

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

<b>Demographic</b>	<b>2012-13</b>	<b>2006-07</b>
African American	8.3%	8.9%
Hispanic	27.0%	18.6%
White	51.3%	62.3%
American Indian	0.2%	0.4%
Asian	9.8%	9.8%
Pacific Islander	0.1%	
Two or More Races	3.3%	N/A
Economically Disadv.	28.1%	18.2%
Limited English Prof.	8.6%	6.6%

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

<b>Demographic</b>	<b>2012-13</b>	<b>2006-07</b>
African American	4.0%	3.4%
Hispanic	9.9%	5.9%
White	82.9%	89.5%
American Indian	0.8%	0.3%
Asian	1.6%	0.9%
Pacific Islander	0.0%	
Two or More Races	0.8%	N/A
Male	19.2%	18.3%
Female	80.8%	81.7%

*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  
2014-2015 District Improvement Plan

**Elementary 2013 STAAR Student Results\*: State Average Compared to CCISD Average**

<b>Grade Level</b>	<b>Subject</b>	<b>State % Satisfactory</b>	<b>Region 4 % Satisfactory</b>	<b>CCISD % Satisfactory</b>
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?*

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

Clear Creek Independent School District  
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**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?*

<b>Issues</b>	<b>Proposed Actions</b>
<ul style="list-style-type: none"> <li>• Writing performance at 7<sup>th</sup> grade although higher than the state and region should be higher.</li> <li>• Social studies performance is lower than we are accustomed to seeing.</li> <li>• Would like to see all performance in at least 90% satisfactory range.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-AP ELA should be returned to a double block</li> <li>• We need to focus on the concept of a print rich environment for all students</li> <li>• For Social Studies improvement we need to see what 7<sup>th</sup> grade Texas History curriculum can do to help improve 8<sup>th</sup> grade Social Studies performance.</li> </ul>

Clear Creek Independent School District  
2014-2015 District Improvement Plan

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

<b>Grade Level</b>	<b>Subject</b>	<b>Course</b>	<b>State % Satisfactory</b>	<b>Region 4 % Satisfactory</b>	<b>CCISD % Satisfactory</b>
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?*

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

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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**

<b>Program</b>	<b>State 2012-13</b>	<b>CCISD 2012-13</b>	<b>2006-07</b>
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?*

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

*Sources: 2006 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 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:

<b>Demographic</b>	<b>2012-13</b>	<b>2005-06</b>
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:

<b>Demographic</b>	<b>Class of 2012</b>	<b>Class of 2006</b>
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  
District Instructional Improvement Plan 2014-2015**

Fall 2014 to Spring 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?*

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

DEIC Planning Sub-Committee Team Members:

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



## CLEAR CREEK INDEPENDENT SCHOOL DISTRICT District Instructional Improvement Plan 2014-2015

Fall 2014 to Spring 2015

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.