

Conroe Independent School District
Caney Creek High School
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Caney Creek High School received a 2019 Overall Texas Accountability rating of 79 (C). This was achieved by receiving the following scores:

Student Achievement – 81

School Progress – 83

Closing the Gaps – 71

The campus also earned a distinction in Social Studies.

The number of students who satisfied the Approaches Grade Level Standard or above are as follows:

All subjects – 73%

English Language Arts – 61%

Mathematics- 72%

Science – 86%

Social Studies – 94%

While Caney Creek High School has made annual progress towards meeting the state targets in Reading and Mathematics, there is still work to do.

	All	Hispanic	White	Econ Dis	ELL	Special Ed
Academic Achievement (Percent at Meets Grade Level or Above)						
Reading Target	44%	37%	60%	33%	29%	19%
2017	32%/N	29%/N	36%/N	28%/N	11%/N	8%/N
2018	32%/N	30%/N	35%/N	30%/N	13%/N	10%/N
2019	35%/N	33%/N	39%/N	32%/N	17%/N	12%/N
Mathematics Target	46%	40%	59%	36%	40%	23%
2017	25%/N	25%/N	24%/N	24%/N	15%/N	10%/N

	All	Hispanic	White	Econ Dis	ELL	Special Ed
2018	37%/N	40%/Y	33%/N	36%/Y	32%/N	14%/N
2019	36%/N	41%/Y	29%/N	36%/Y	33%/N	12%/N
Graduation (Federal Graduation Rate) Target	90%	90%	90%	90%	90%	90%
2017	89.4%/N	91.1%/Y	87.8%/N	89.6%/N	-	74.5%/N
2018	90.3%/Y	87.9%/N	93.5%/Y	89.8%/N	-	-
2019	88.3%/N	86.4%/N	89.6%/N	89.6%/N	76.3%/N	73.8%/N
School Quality (College, Career, and Military Readiness Performance) Target	47%	41%	58%	39%	30%	27%
2017	44%/N	49%/Y	39%/N	44%/Y	-	24%/N
2018	45%/N	43%/Y	49%/N	41%/Y	-	18%/N
2019	55%/Y	52%/Y	57%/N	54%/Y	36%/Y	70%/Y

Based on the number of targets missed, Caney Creek High School is identified for targeted support and improvement.

Student Achievement Strengths

Between 2018 and 2019, Caney Creek High School made improvements in several areas.

On the English I EOC, the percent of students who scored at the Masters Grade Level doubled from 2% to 4%.

On the English I EOC, the percent of students who scored at the Meets Grade Level increased from 32% to 35%.

On the English I EOC, the percent of students who scored at the Approaches Grade Level increased from 59% to 60%.

On the English II EOC, the percent of students who scored at the Meets Grade Level increased from 33% to 36%.

On the English II EOC, the percent of students who scored at the Approaches Grade Level increased from 60% to 63%.

On the Biology EOC, the percent of students who scored at the Meets Grade Level increased from 49% to 50%.

On the Biology EOC, the percent of students who scored at the Approaches Grade Level increased from 81% to 86%.

On the US History EOC, the percent of students who scored at the Meets Grade Level increased from 74% to 77%.

On the US History EOC, the percent of students who scored at the Masters Grade Level increased from 40% to 45%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and SpEd. **Root Cause:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

Problem Statement 2 (Prioritized): White students missed three federal indicators for three consecutive years. These students missed the targets for Reading, Math, and CCMR performance. **Root Cause:** Teachers are unable to fill academic gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.

Problem Statement 3 (Prioritized): All students, and students in the following subgroups scored below the state target for Federal Graduation Rates: Hispanic, White, Economically Disadvantaged, ELL, SpEd. **Root Cause:** Students who fail to earn enough credits to be reclassified at the end of the year fail to make up the lost credits within four years from entering the 9th grade.

Problem Statement 4: All students, and students in the following subgroups scored below the state target in Mathematics: White, ELL, SpEd. **Root Cause:** Students taking Algebra I for the first time in high school are entering with significant gaps in number sense, basic arithmetic, and understanding of basic math concepts and skills.

Problem Statement 5: White students failed to meet the CCMR target by 1%. **Root Cause:** Most students in Advanced Placement courses are not earning a score of 3+ on the AP tests.

Culture and Climate

Culture and Climate Summary

At Caney Creek High School, recognizing and appreciating cultural differences is our mandate. All students and personnel are valued members of our unique family, each playing a significant role in our success. While the world around us may often face stereotyping, Caney Creek High School encourages staff and students to embrace that which makes us different. By supporting an environment that facilitates and encourages safe and open dialogue on diversity, and by empowering our students to embrace their diversity, we are striving to ensure that our students will be sincerely open and equipped to work and live in a diverse world. Caney Creek High School is committed to the social, emotional, behavioral, and academic success of all students. At Caney Creek High School, students successfully manage their emotions, behaviors, and make responsible decisions. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Caney Creek High School follows the measures to mitigate the spread of COVID-19. Caney Creek High School is proactive in keeping campuses, staff, and students safe, as well as taking a positive, proactive instructional approach to behavior in utilizing PBIS Foundations training.

Culture and Climate Strengths

At Caney Creek High School, all staff will undergo Cultural and Diversity Awareness training.

At Caney Creek High School, hiring campus personnel to reflect the cultural and diverse student body is a priority.

“All Means All” at Caney Creek High School. Every students’ academic, social and emotional needs are a priority.

Caney Creek High School utilizes all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pool, particularly in identified shortage areas.

Caney Creek High School strives to ensure a safe and orderly environment conducive to learning for all students and staff.

At Caney Creek High School, students will develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

At Caney Creek High School, social emotional learning functions as an integral part of the total school environment.

Caney Creek High School continues to promote Safe Schools through Safe Schools trainings and utilizes mitigation strategies to keep our schools, students, and staff safe.

At Caney Creek High School, we engage students, families, and our community as authentic partners in social and emotional development.

Caney Creek High School provides professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus personnel lack understanding of cultural differences between the students and their own culture. **Root Cause:** Campus personnel

have had minimal interactions with individuals from different cultures prior to working with students at CCHS.

Problem Statement 2 (Prioritized): Few parents are actively involved with campus activities. **Root Cause:** Parents are often not aware of opportunities on campus for involvement.

Problem Statement 3: Campus personnel does not reflect the cultural diversity of the student body. **Root Cause:** Applicant pools are not diverse enough to create a diverse staff that reflects the student population.

Parent and Community Engagement

Parent and Community Engagement Summary

Increasing parent and community involvement is an area where Caney Creek High School strives to improve. Our parents are supportive of the campus and student activities. Parents attend student performances and athletic events, but do not attend academic presentations or PTO meetings at the same rate.

Our families' perception of our school and its effectiveness is one of a positive nature. They report feeling very welcome when they come into the school and interact with a warm and welcoming front office staff. We maintain an expectation that all phone calls and emails are returned within 24 hours.

To maintain parent and community engagement, Caney Creek High School has increased the frequency with which we communicate with our stakeholders. We utilized School Messenger emails and text messages in English and Spanish to reach all parents. We send a monthly newsletter using SMORE to allow for easy translation by the end user. We promote a positive image of our students and campus via social media accounts with Instagram, Facebook, and Twitter.

Caney Creek High School is committed to maintaining an inclusive, welcoming, and empathetic culture. Students are accepting of new students and students who come from different cultures and backgrounds. Teachers are committed to a culture of respect and caring. Teachers are supportive and collaborative. Teachers feel empowered and valued. Administrators work closely with faculty and staff in decision-making. Through a variety of opportunities to participate in committees, teachers feel that they have a voice in the decisions that are made.

Parent and Community Engagement Strengths

Caney Creek High School is working hard to maintain and grow positive relationships with our parents and community by establishing strong lines of communication, asking for input from all stakeholders, and providing quality professional service to those that interact with our staff on/off campus. Our strengths include:

- Making response to parent emails and phone calls a priority, responding to all within 24 hours.
- Increased and targeted use of School Messenger to help keep parents informed of high school information.
- Updated and engaging social media accounts, including Facebook, Twitter, and Instagram.
- Updated website with relevant and accessible information for parents and students.
- Clear, relevant, and engaging monthly newsletter is sent to all stakeholders.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being. **Root Cause:** External/internal pressures, mental health problems, and physical health issues are creating escalating cycles of stress inducers.

Problem Statement 2 (Prioritized): Parents and students do not want to communicate with the teacher directly about problems related to their classrooms or content. **Root Cause:** Teachers have not communicated early and often with parents to establish a relationship so parents will feel comfortable contacting teachers directly.

Problem Statement 3: Few parents and students attend academic presentations/activities throughout the year. **Root Cause:** Parents don't understand the valuable role they play in their student's academic plan.

Priority Problem Statements

Problem Statement 1: White students missed three federal indicators for three consecutive years. These students missed the targets for Reading, Math, and CCMR performance.

Root Cause 1: Teachers are unable to fill academic gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: All students, and students in the following subgroups scored below the state target for Federal Graduation Rates: Hispanic, White, Economically Disadvantaged, ELL, SpEd.

Root Cause 2: Students who fail to earn enough credits to be reclassified at the end of the year fail to make up the lost credits within four years from entering the 9th grade.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and SpEd.

Root Cause 3: Students from generational poverty enter high school with significant gaps in reading and writing skills.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Campus personnel lack understanding of cultural differences between the students and their own culture.

Root Cause 4: Campus personnel have had minimal interactions with individuals from different cultures prior to working with students at CCHS.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Few parents are actively involved with campus activities.

Root Cause 5: Parents are often not aware of opportunities on campus for involvement.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Parents and students do not want to communicate with the teacher directly about problems related to their classrooms or content.

Root Cause 6: Teachers have not communicated early and often with parents to establish a relationship so parents will feel comfortable contacting teachers directly.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being.

Root Cause 7: External/internal pressures, mental health problems, and physical health issues are creating escalating cycles of stress inducers.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations

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
- STAAR ELL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.


Performance Objective 1: Increase this year's English I STAAR performance from 61% to 65% for all students and increase all subgroups by at least 3%.


Evaluation Data Sources: Campus Assessment Data
Benchmark Scores
STAAR Scores

Summative Evaluation: None

<p>Strategy 1: All English I courses will implement the district curriculum for online and in-person students, utilizing the Reader's Workshop and Writer's Workshop model with fidelity.</p> <p>Strategy's Expected Result/Impact: Through student choice and increased conferring with individual students, instructional gaps will be filled at an accelerated pace.</p> <p>Staff Responsible for Monitoring: English I team Campus Instructional Coach Assistant Principal for English I Associate Principal for Curriculum Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Sheltered support for ELL students - Title III - IMM - \$12,460, ESL support for ELL students - Title III - \$1,375, Additional Teachers for smaller class sizes - State Comp Ed - \$311,051</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Provide personnel and materials for implementation of interventions via pull-outs and push-ins to fill skills gaps.</p> <p>Strategy's Expected Result/Impact: Students will make significant gains in reading levels and writing fluency.</p> <p>Staff Responsible for Monitoring: English I team Campus Instructional Coach Assistant Principal for English I Associate Principal for Curriculum Principal</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Tutors - State Comp Ed - \$20,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and SpEd. **Root Cause:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

Problem Statement 2: White students missed three federal indicators for three consecutive years. These students missed the targets for Reading, Math, and CCMR performance. **Root Cause:** Teachers are unable to fill academic gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase this year's Algebra STAAR performance from 66% to 70% for White students and increase all other subgroups by at least 3%.

Evaluation Data Sources: Campus Assessment Data
District Benchmarks
STAAR Scores

Summative Evaluation: None

<p>Strategy 1: Reduce class sizes to provide additional instructional support for students with gaps in math.</p> <p>Strategy's Expected Result/Impact: Basic arithmetic skills, number sense, and mathematical concepts will be reinforced as students learn new Algebra concepts to fill incoming gaps.</p> <p>Staff Responsible for Monitoring: Algebra team Campus Instructional Coach Assistant Principal over math Associate Principal for Curriculum Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Instructional Support to Address At-Risk Students - State Comp Ed - \$311,051, Materials and support for ELL students - Title III - \$4,125, Support for sheltered instruction - Title III - IMM - \$12,460</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: White students missed three federal indicators for three consecutive years. These students missed the targets for Reading, Math, and CCMR performance. Root Cause: Teachers are unable to fill academic gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.</p>
<p>Problem Statement 3: All students, and students in the following subgroups scored below the state target for Federal Graduation Rates: Hispanic, White, Economically Disadvantaged, ELL, SpEd. Root Cause: Students who fail to earn enough credits to be reclassified at the end of the year fail to make up the lost credits within four years from entering the 9th grade.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: By May 2021, the identified at-risk cohort 2022 students who are deficient in credits will increase credits earned to achieve 12th grade classification, so the number of off-cohort students will decrease by 35% from 44 students in 2019-2020 to 29 students in 2020-2021

Evaluation Data Sources: Student Transcripts
Counselor records
Graduation Rate Data

Summative Evaluation: None

<p>Strategy 1: Increase the use of Edgenuity and create Grade Repair opportunities for students who have failed courses required for graduation.</p> <p>Strategy's Expected Result/Impact: More students will stay "on cohort" and be reclassified at the end of the school year.</p> <p>Staff Responsible for Monitoring: Edgenuity Teacher Counselors Assistant Principals Associate Principal for Curriculum Principal</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Extra-Duty pay for credit recovery teachers - State Comp Ed - \$21,000</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: All students, and students in the following subgroups scored below the state target for Federal Graduation Rates: Hispanic, White, Economically Disadvantaged, ELL, SpEd. Root Cause: Students who fail to earn enough credits to be reclassified at the end of the year fail to make up the lost credits within four years from entering the 9th grade.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

<p>Strategy 1: Insure that all expenditures from district budget and activity funds are compliant with all policies and purposes.</p> <p>Strategy's Expected Result/Impact: Caney Creek will have no discrepancies related to expenditures and financial records.</p> <p>Staff Responsible for Monitoring: Financial Secretary Principal's Secretary Principal</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.





Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

<p>Strategy 1: Campus leadership team will attend the CISD job fair and support new teachers throughout the year through mentoring.</p> <p>Strategy's Expected Result/Impact: New teachers will be highly qualified and choose to stay at CCHS.</p> <p>Staff Responsible for Monitoring: Principal Associate Principals Campus Instructional Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p>Strategy 1: Utilize School Messenger, CCHS Website, Facebook, Instagram, Twitter, and a monthly newsletter to keep parents and community informed and engaged.</p> <p>Strategy's Expected Result/Impact: More parents and community members will attend functions on campus.</p> <p>Staff Responsible for Monitoring: Counselors Assistant Principals Associate Principals Principal</p> <p>Problem Statements: Culture and Climate 2 - Parent and Community Engagement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: Few parents are actively involved with campus activities. Root Cause: Parents are often not aware of opportunities on campus for involvement.
Parent and Community Engagement
Problem Statement 2: Parents and students do not want to communicate with the teacher directly about problems related to their classrooms or content. Root Cause: Teachers have not communicated early and often with parents to establish a relationship so parents will feel comfortable contacting teachers directly.

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

<p>Strategy 1: All students are trained on COVID-19 safety procedures and protocols prior to starting in-person instruction. Strategy's Expected Result/Impact: Few students will be isolated/quarantined due to lack of safe practices. Staff Responsible for Monitoring: Teachers Assistant Principals Principal</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: All staff will be trained on Culture and Diversity Awareness as well as procedures for counselor referrals for students in distress. Strategy's Expected Result/Impact: Students will feel supported and appreciated by all staff. The school will develop a sensitive and supportive culture. Staff Responsible for Monitoring: Counselors Safe/Civil Schools Team Assistant/Associate Principals Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Campus personnel lack understanding of cultural differences between the students and their own culture. Root Cause: Campus personnel have had minimal interactions with individuals from different cultures prior to working with students at CCHS.
Parent and Community Engagement
Problem Statement 1: Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being. Root Cause: External/internal pressures, mental health problems, and physical health issues are creating escalating cycles of stress inducers.

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: All teachers will utilize a standardized Canvas "front page" provided by the campus to insure that all students and parents can access course content in an accessible manner.</p> <p>Strategy's Expected Result/Impact: Students and parents can confidently access all online coursework.</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principals Associate Principals Principal</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: Utilize School Messenger, CCHS Website, Facebook, Instagram, Twitter, and a monthly newsletter to keep parents and community informed and engaged.</p> <p>Strategy's Expected Result/Impact: The campus will receive fewer calls and emails from confused or frustrated parents and community members.</p> <p>Staff Responsible for Monitoring: Counselors Assistant Principals Associate Principals Principal</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Caney Creek High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gabrielle Beaty	Biology Teacher	State Comp Ed	1.00
Jodi Lewallen	Intervention Specialist	State Comp Ed	1.00
Jonathan Giles	Math Teacher	State Comp Ed	1.00
Katherine Morris	Science Teacher	State Comp Ed	1.00
Lauren McMahan	Science Teacher	State Comp Ed	1.00
Michael Thomas	Science Teacher	State Comp Ed	1.00
Reza Talabi	Science Teacher	State Comp Ed	1.00
Roger May	Math Teacher	State Comp Ed	1.00
Zachary Taylor	English Teacher	State Comp Ed	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Teachers for smaller class sizes		\$311,051.00
1	1	2	Tutors		\$20,000.00
1	2	1	Instructional Support to Address At-Risk Students		\$311,051.00
1	3	1	Extra-Duty pay for credit recovery teachers		\$21,000.00
Sub-Total					\$663,102.00
Budgeted Fund Source Amount					\$663,102.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESL support for ELL students		\$1,375.00
1	2	1	Materials and support for ELL students		\$4,125.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
Title III - IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sheltered support for ELL students		\$12,460.00
1	2	1	Support for sheltered instruction		\$12,460.00
Sub-Total					\$24,920.00
Budgeted Fund Source Amount					\$24,920.00
+/- Difference					\$0.00
Grand Total					\$693,522.00

Addendums