

# **Conroe Independent School District**

## **Caney Creek High School**

### **2021-2022 CIP Board Item**



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# Comprehensive Needs Assessment

Revised/Approved: July 1, 2021

## 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 – %

English Language Arts I - 58%

English Language Arts II –64 %

Mathematics- 67%

Science – 82%

Social Studies – 88%

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

	All	Hispanic	White	Econ Dis	ELL	Special Ed
2020	45%	42%	54%	43%	25%	24%
Mathematics Target	46%	40%	59%	36%	40%	23%
2017	25%/N	25%/N	24%/N	24%/N	15%/N	10%/N
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
2020	34%	32%	39%	31%	21%	23%
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
2020	91.8%	92.1%	91.3%	94.7%	90.7%	86.1%
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
2020	56%	58%	54%	54%	43%	77%/Y

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

### Student Achievement Strengths

Between 2019 and 2021, 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 4% to 5.37%.

On the English I EOC, the percent of students who scored at the Meets Grade Level increased from 35% to 43.7%.

On the English II EOC, the percent of students who scored at the Meets Grade Level increased from 36% to 51.5%.

On the English II EOC, the percent of students who scored at the Approaches Grade Level increased from 63% to 66.8%.

On the Biology EOC, the percent of students who scored at the Meets Grade Level increased from 50% to 56.6%.

On the US History EOC, the percent of students who scored at the Masters Grade Level increased from 45% to 47%.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** All students, and students in the following subgroups scored below the state target for Federal Graduation Rates: Hispanic, White, Economically Disadvantaged, ELL, Sp Ed. **Root Cause:** Staff has not learned how to effectively utilize motivational teaching strategies for effective engagement. Administration did not hold students accountable for attendance due to COVID 19 and concern for students' emotional well being.

**Problem Statement 2 (Prioritized):** All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and Sp Ed. **Root Cause:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

**Problem Statement 3 (Prioritized):** Industry based certifications are at 6:% (district 11%). **Root Cause:** Not all industry based certifications are not being recorded correctly. Many IBC's are not being required or offered.

**Problem Statement 4 (Prioritized):** Students in special populations did not achieve at the federal accountability level in math and ELA. **Root Cause:** Teachers lack adequate training to address the needs of these special populations

**Problem Statement 5 (Prioritized):** 55% of seniors at Caney Creek met at least one CCMR criteria while 62% of overall district seniors met CCMR criteria. **Root Cause:** The CTE pathways are not fully developed to lead to an industry based certification. The campus focus has not been TSIA or SAT prep.

**Problem Statement 6:** 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. The CTE pathways were not fully developed and did not lead to a IBC. Off cohort students are unable to complete a four year CCMR pathway.

**Problem Statement 7:** All students, and students in the following subgroups scored below the state target in Mathematics: White, ELL, Sp Ed. **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 8:** Students are not able to pass the TSIA; only 1% of students passed the math portion; 11% of students passed the ELA portion. **Root Cause:** Students come to high school with significant learning gaps in math and ELA. Upper level ELA teachers and geometry / Algebra II teachers did not cover specific components of the TSIA.

# 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. 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):** Teachers lack strong belief in their efficacy and ability to control positive student outcomes. **Root Cause:** In some PLC's, teachers are not utilizing data effectively to determine students' strengths and weakness to drive instruction.

**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:** All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and Sp Ed.

**Root Cause 1:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Teachers lack strong belief in their efficacy and ability to control positive student outcomes.

**Root Cause 2:** In some PLC's, teachers are not utilizing data effectively to determine students' strengths and weakness to drive instruction.

**Problem Statement 2 Areas:** Culture and Climate

**Problem Statement 3:** Few parents are actively involved with campus activities.

**Root Cause 3:** Parents are often not aware of opportunities on campus for involvement.

**Problem Statement 3 Areas:** Culture and Climate

**Problem Statement 4:** Parents and students do not want to communicate with the teacher directly about problems related to their classrooms or content.

**Root Cause 4:** Teachers have not communicated early and often with parents to establish a relationship so parents will feel comfortable contacting teachers directly.

**Problem Statement 4 Areas:** Parent and Community Engagement

**Problem Statement 5:** Parents are seeking solutions to reduce stress and anxiety in their children and find ways to promote well-being.

**Root Cause 5:** External/internal pressures, mental health problems, and physical health issues are creating escalating cycles of stress inducers.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** All students, and students in the following subgroups scored below the state target for Federal Graduation Rates: Hispanic, White, Economically Disadvantaged, ELL, Sp Ed.

**Root Cause 6:** Staff has not learned how to effectively utilize motivational teaching strategies for effective engagement. Administration did not hold students accountable for attendance due to COVID 19 and concern for students' emotional well being.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Industry based certifications are at 6:% (district 11%).

**Root Cause 7:** Not all industry based certifications are not being recorded correctly. Many IBC's are not being required or offered.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** 55% of seniors at Caney Creek met at least one CCMR criteria while 62% of overall district seniors met CCMR criteria.

**Root Cause 8:** The CTE pathways are not fully developed to lead to an industry based certification. The campus focus has not been TSIA or SAT prep.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Students in special populations did not achieve at the federal accountability level in math and ELA.

**Root Cause 9:** Teachers lack adequate training to address the needs of these special populations

**Problem Statement 9 Areas:** Student Achievement

# Goals

Revised/Approved: July 1, 2021

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** Increase the percent of graduates that are College, Career, or Military Ready from 55% to 60%.

### HB3 Goal

**Evaluation Data Sources:** CCMR data and STAAR EOC

Strategy 1 Details
<p><b>Strategy 1:</b> We will create a protocol to ensure all CCMR points are entered correctly and in a timely manner. Admin responsible for the CTE department will follow up monthly with CTE teachers to ensure they have entered students certifications into Eduphoria. Additionally, we will do spot-checks as a redundancy.</p> <p><b>Strategy's Expected Result/Impact:</b> The majority of students in a CTE pathway will earn an IBC and all IBC's will be entered</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal for Curriculum; CTE department chair; all CTE teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** We will increase this year's English I STAAR performance from 58% to 63% for all students and increase all subgroups by at least 3%

**Evaluation Data Sources:** Campus Assessment Data  
CFA Scores  
Interim STAAR Scores  
STAAR Scores

### Strategy 1 Details

**Strategy 1:** All English I teachers will utilize the Reader's Workshop and Writer's Workshop models with fidelity.

**Strategy's Expected Result/Impact:** Through student choice and increased conferring with individual students, instructional gaps will be filled at an accelerated pace.

**Staff Responsible for Monitoring:** English I team

Campus Instructional coach  
Assistant Principal for English I  
Associate Principal for Curriculum  
Principal

**TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Achievement 2, 4

**Funding Sources:** Tutorials - ESSER - \$6,585, Additional Teachers - State Comp Ed - \$163,785

### Strategy 2 Details

**Strategy 2:** All English I teachers will utilize IXL, a web-based instructional program.

**Strategy's Expected Result/Impact:** Teachers will target individual learning gaps, and instructional gaps will be filled at an accelerated pace.

**Staff Responsible for Monitoring:** English I team

Campus Instructional coach  
Assistant Principal for English I  
Associate Principal for Curriculum  
Principal

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Achievement 2, 4

**Funding Sources:** Licenses - Over Two Years - ESSER - \$60,030

## Performance Objective 2 Problem Statements:

## Student Achievement

**Problem Statement 2:** All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and Sp Ed. **Root Cause:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

**Problem Statement 4:** Students in special populations did not achieve at the federal accountability level in math and ELA. **Root Cause:** Teachers lack adequate training to address the needs of these special populations

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 3:** Increase this year's English II STAAR performance from 64% to 69% for all students and increase all subgroups by at least 3%.

**Evaluation Data Sources:** Campus Assessment Data  
CFA's  
Interim STAAR Scores  
STAAR Scores

### Strategy 1 Details

**Strategy 1:** All English II teachers will utilize the Reader's Workshop and Writer's Workshop models with fidelity.

**Strategy's Expected Result/Impact:** Through student choice and increased conferring with individual students, instructional gaps will be filled at an accelerated pace.

**Staff Responsible for Monitoring:** English II team  
Campus Instructional coach  
Assistant Principal for English II  
Associate Principal for Curriculum  
Principal

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Achievement 2, 4

### Strategy 2 Details

**Strategy 2:** Provide personnel and materials for implementation of interventions via pull-outs and push-ins to fill skills gaps.

**Strategy's Expected Result/Impact:** Student individual learning gaps will be filled at an accelerated pace.

**Staff Responsible for Monitoring:** English II team  
Campus Instructional coach  
Assistant Principal for English II  
Associate Principal for Curriculum  
Principal

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Achievement 2, 4

**Funding Sources:** Tutorials - State Comp Ed - \$37,948, Interventionist - ESSER - \$83,000, Additional Staff Support for EL Students - Title III - \$32,500, Instructional Aides - Over Two Years - ESSER - \$41,615

## Performance Objective 3 Problem Statements:

## Student Achievement

**Problem Statement 2:** All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and Sp Ed. **Root Cause:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

**Problem Statement 4:** Students in special populations did not achieve at the federal accountability level in math and ELA. **Root Cause:** Teachers lack adequate training to address the needs of these special populations



## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 4:** Increase this year's Algebra I STAAR performance from 67% to 72% for all students and increase all subgroups by at least 3%.

**Evaluation Data Sources:** CFA's, interim assessments, STAAR EOC

### Strategy 1 Details

**Strategy 1:** Through the use of IXL, a web-based instructional program, teachers will target individual learning gaps and work in small groups to accelerate instruction.

**Strategy's Expected Result/Impact:** Student individual learning gaps will be filled at an accelerated pace

**Staff Responsible for Monitoring:** Algebra I team

Campus Instructional Coach

Assistant Principal for Algebra I

Associate Principal for Curriculum

Principal

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements:** Student Achievement 2, 4

**Funding Sources:** Additional Licenses - State Comp Ed - \$37,948, Additional Teachers - State Comp Ed - \$146,205, Additional Licenses - ESSER - \$30,015

## Performance Objective 4 Problem Statements:

### Student Achievement

**Problem Statement 2:** All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and Sp Ed. **Root Cause:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

**Problem Statement 4:** Students in special populations did not achieve at the federal accountability level in math and ELA. **Root Cause:** Teachers lack adequate training to address the needs of these special populations

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 5:** By May 2022, the identified at-risk off-cohort students will increase credits to achieve appropriate grade-level classification.

**Evaluation Data Sources:** Graduation rate  
Off-cohort counselor will monitor her student list.

Strategy 1 Details
<p><b>Strategy 1:</b> Increase Edgenuity opportunities for students who have failed courses required for graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who successfully complete Edgenuity courses will be back in their graduation cohort.</p> <p><b>Staff Responsible for Monitoring:</b> Off-cohort Counselor Lead Counselor Associate Principal for Curriculum Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 2, 4</p> <p><b>Funding Sources:</b> Tutorials - ESSER - \$131,374</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Hire an off-cohort counselor to work with students on alternate paths to graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Off-cohort students will have the support to regain credits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal for Curriculum, Lead Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Additional Counselor - Over Two Years - ESSER - \$144,130</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Hire additional teachers to reduce class size.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive additional in-class targeted interventions</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal for Curriculum</p> <p><b>Problem Statements:</b> Student Achievement 2, 4</p> <p><b>Funding Sources:</b> Additional Teachers - State Comp Ed - \$377,175</p>

## Performance Objective 5 Problem Statements:

## Student Achievement

**Problem Statement 2:** All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and Sp Ed. **Root Cause:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

**Problem Statement 4:** Students in special populations did not achieve at the federal accountability level in math and ELA. **Root Cause:** Teachers lack adequate training to address the needs of these special populations

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Insure that all expenditures from district budge and activity funds are compliant with all policies and purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> Caney Creek will have no discrepancies related to expenditures and financial records.</p> <p><b>Staff Responsible for Monitoring:</b> Financial Secretary Principal's Secretary Principal</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2: To improve the level of instruction by targeted walkthroughs**

**Evaluation Data Sources:** Walkthrough data in Strive  
Failure rate

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Admin will conduct coaching-style walkthroughs designed to increase teacher efficacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Student learning outcomes will increase because teachers believe in their ability to affect student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> All administration</p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Culture and Climate 1</p>

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> All students, and students in the following subgroups scored below the state target for Federal Graduation Rates: Hispanic, White, Economically Disadvantaged, ELL, Sp Ed. <b>Root Cause:</b> Staff has not learned how to effectively utilize motivational teaching strategies for effective engagement. Administration did not hold students accountable for attendance due to COVID 19 and concern for students' emotional well being.</p> <p><b>Problem Statement 2:</b> All students, and students in the following subgroups scored below the state target in Reading/ELA: Hispanic, White, Economically Disadvantaged, ELL, and Sp Ed. <b>Root Cause:</b> Students from generational poverty enter high school with significant gaps in reading and writing skills.</p>
<b>Culture and Climate</b>
<p><b>Problem Statement 1:</b> Teachers lack strong belief in their efficacy and ability to control positive student outcomes. <b>Root Cause:</b> In some PLC's, teachers are not utilizing data effectively to determine students' strengths and weakness to drive instruction.</p>

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

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

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

Strategy 1 Details
<p><b>Strategy 1:</b> Campus leadership team will attend the CISD job fair and support new teachers throughout the year through mentoring and coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will be highly qualified and continue to teach at CCHS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principals Campus Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

#### Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**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.

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize School Messenger, CCHS Website, approved social media platforms, and a monthly newsletter to keep parents and community informed and engaged.</p> <p><b>Strategy's Expected Result/Impact:</b> More parents and community members will attend functions on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring Counselors Assistant Principals Associate Principals Principal</p> <p><b>Problem Statements:</b> Culture and Climate 2 - Parent and Community Engagement 2</p>

#### Performance Objective 1 Problem Statements:

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

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 2:** To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1 Details
<p><b>Strategy 1:</b> All staff will be trained on Culture and Diversity Awareness as well as procedures for counselor referrals for students in distress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel supported and appreciated by all staff. The school will develop a sensitive and supportive culture.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Safe/Civil Schools Team Assistant/Associate Principals Principal</p>



**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 3:** To ensure that all stakeholders receive effective internal and external communication.

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize School Messenger, CCHS Website, approved social media platforms, group face to face meetings and a monthly newsletter to keep parents and community informed and engaged. Deliberate focus on community communication in a multi-language format.</p> <p><b>Strategy's Expected Result/Impact:</b> More parents and community members will attend functions on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring</p> <p>Counselors Assistant Principals Associate Principals Principal</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** To ensure all staff are creating essential standards, common formative/summative assessments and reviewing data from initial instruction.

**Evaluation Data Sources:** CFA's  
Instructional Plan Binders utilizing Student Learning Trackers

Strategy 1 Details
<p><b>Strategy 1:</b> All teachers will use standard data dialogue and data board within PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have access to data prior and discuss effective instruction in PLC meetings, which will decrease students' educational gaps in all core subject classes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrative assistants, assistant principals, associate principals and Principal.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

**Evaluation Data Sources:** Eduphoria-documented walkthroughs / T-TESS  
Lesson Plans

Strategy 1 Details
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students and parents can confidently access all online coursework.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, assistant principals, associate principals, principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Additional Teachers		\$163,785.00
1	3	2	Tutorials		\$37,948.00
1	4	1	Additional Licenses		\$37,948.00
1	4	1	Additional Teachers		\$146,205.00
1	5	3	Additional Teachers		\$377,175.00
<b>Sub-Total</b>					\$763,061.00
<b>Budgeted Fund Source Amount</b>					\$763,061.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Additional Staff Support for EL Students		\$32,500.00
<b>Sub-Total</b>					\$32,500.00
<b>Budgeted Fund Source Amount</b>					\$32,500.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutorials		\$6,585.00
1	2	2	Licenses - Over Two Years		\$60,030.00
1	3	2	Interventionist		\$83,000.00
1	3	2	Instructional Aides - Over Two Years		\$41,615.00
1	4	1	Additional Licenses		\$30,015.00
1	5	1	Tutorials		\$131,374.00
1	5	2	Additional Counselor - Over Two Years		\$144,130.00
<b>Sub-Total</b>					\$496,749.00
<b>Budgeted Fund Source Amount</b>					\$496,749.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total</b>	\$1,292,310.00