

Conroe Independent School District
Caney Creek High School
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

CCHS will use preliminary data from the 2022-23 school year to devise the 2023-24 plan.

Caney Creek High School received a 71 (C) Overall Texas Accountability rating for the 2022-23 school year. The preliminary data indicates the following scores:

Domain I- Student Achievement – 74

Domain IIA - Academic Growth – 56

Domain IIB - Relative Performance - 73

Domain III - Closing the Gaps – 63

Overall - 71 (C)

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

All subjects – 75%

English Language Arts I - 67%

English Language Arts II - 67%

Mathematics (Alg I) - 66%

Science (Bio) – 89%

Social Studies (US Hist) – 96%

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

	Hispanic	White	Econ Dis	ELL	Special Ed
Academic Achievement (Percent at Meets Grade Level or Above)					
Reading Target	37%	60%	33%	29%	19%

		Hispanic	White	Econ Dis	ELL	Special Ed
2020		42%	54%	43%	25%	24%
2022		32%/N	42%/N	32%/N	16%/N	17%/N
2023	37	35%	44%	35%	26%	21%
Mathematics Target		40%	59%	36%	40%	23%
2020		32%	39%	31%	21%	23%
2022		21%/Y	27%/N	22%/Y	17%/N	8%/N
2023	30	29%	34%	29%	24%	20%
Graduation (Federal Graduation Rate) Target		90%	90%	90%	90%	90%
2020		92.1%	91.3%	94.7%	90.7%	86.1%
2022		96.4%/N	97.5%/N	96.1%/N	94.5%/N	85.0%/N
2023	100	100%	100%	100%	100%	100%
School Quality (College, Career, and Military Readiness Performance) Target		41%	58%	39%	30%	27%
2020		58%	54%	54%	43%	77%/Y
2022		47%/Y	50%/N	49%/Y	37%/Y	81%/Y
2023	54					

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

Student Achievement Strengths

CCHS performance on the Science and Social Studies STAAR test exceeded are target goals.

Science (Bio) – 89%

Social Studies (US Hist) – 96%

Several Career Pathways such as Floral Design, Vet Tech, and Welding are at 95% or higher in their completion of Industry Based Certification.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students in the following subgroup scored below the state target of 60% in Reading/ELA performance: White 44% Performance **Root Cause:** Students from generational poverty often face substantial challenges in high school when it comes to their reading and writing abilities. These students typically have significant gaps in their skills, which become particularly evident when they encounter new methods of constructed response and essay writing, as required on the ELA STAAR tests.

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 not able to fill 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 all subgroups scored below the state target in mathematics. **Root Cause:** Many students are found to have a significant deficiency in basic math skills, which poses a challenge for educators. One of the contributing factors to this problem is the lack of consistent instructional practices that can effectively address these gaps. Despite the efforts of teachers, the limited time available before the STAAR test makes it difficult for them to cover the required curriculum

Problem Statement 4: Many students are not able to pass the TSIA. **Root Cause:** Many students enter Caney Creek HS with significant gaps in reading and math, and our focus in 9th grade has been on passing the EOC. Since our pass rate on English I, English II, and Algebra I has remained flat, this leaves upper level ELA and math teachers working to fill gaps, rather than focusing on higher level skills required to pass the TSIA.

Problem Statement 5: 37% of seniors have earned an Industry based certifications; however, the new TEA rules require students to have 4 credits over 3 courses. **Root Cause:** Teachers are waiting too long to begin the certification process. Students become disengaged with the sequential course content and request to take other electives.

Problem Statement 6 (Prioritized): Students in special populations did not achieve at the federal accountability level in math and ELA. **Root Cause:** Factors for low performance include inadequate teacher training and support for new teachers, social and emotional challenges, and gaps in foundational skills that come from generational poverty.

Problem Statement 7 (Prioritized): Emerging bilingual students are not making adequate progress on TELPAS. **Root Cause:** Teachers are not adequately trained to manage this burgeoning population. Although most core teachers have been SIOP trained, they tend to teach whole-group, while the EB population requires a more small-group approach. Additionally, the testing set-up does not provide students with an area they feel comfortable speaking out loud.

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 weaknesses to drive instruction.

Problem Statement 2 (Prioritized): Few parents are actively involved with campus activities. **Root Cause:** Despite multiple means of communicating the information, 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

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 Parent and Community Engagement Needs

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.

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

Problem Statement 3 (Prioritized): 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. This is also related to perceived language barriers.

Priority Problem Statements

Problem Statement 1: Teachers lack strong belief in their efficacy and ability to control positive student outcomes.

Root Cause 1: In some PLC's, teachers are not utilizing data effectively to determine students' strengths and weaknesses to drive instruction.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: Few parents and students attend academic presentations/activities throughout the year.

Root Cause 2: Parents don't understand the valuable role they play in their student's academic plan. This is also related to perceived language barriers.

Problem Statement 2 Areas: Parent and Community Engagement

Problem Statement 3: Students in special populations did not achieve at the federal accountability level in math and ELA.

Root Cause 3: Factors for low performance include inadequate teacher training and support for new teachers, social and emotional challenges, and gaps in foundational skills that come from generational poverty.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Emerging bilingual students are not making adequate progress on TELPAS.

Root Cause 4: Teachers are not adequately trained to manage this burgeoning population. Although most core teachers have been SIOP trained, they tend to teach whole-group, while the EB population requires a more small-group approach. Additionally, the testing set-up does not provide students with an area they feel comfortable speaking out loud.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students in the following subgroup scored below the state target of 60% in Reading/ELA performance: White 44% Performance

Root Cause 5: Students from generational poverty often face substantial challenges in high school when it comes to their reading and writing abilities. These students typically have significant gaps in their skills, which become particularly evident when they encounter new methods of constructed response and essay writing, as required on the ELA STAAR tests.

Problem Statement 5 Areas: Student Achievement

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 6: Teachers are not able to fill gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Few parents are actively involved with campus activities.

Root Cause 7: Despite multiple means of communicating the information, parents are often not aware of opportunities on campus for involvement.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: All students, and students in all subgroups scored below the state target in mathematics.

Root Cause 8: Many students are found to have a significant deficiency in basic math skills, which poses a challenge for educators. One of the contributing factors to this problem is the lack of consistent instructional practices that can effectively address these gaps. Despite the efforts of teachers, the limited time available before the STAAR test makes it difficult for them to cover the required curriculum

Problem Statement 8 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

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 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 (CCMR) from 80.5% to 88%.

HB3 Goal

Evaluation Data Sources: View it input of IBC's earned. TSIA 2.0 results, PSAT / SAT results. Monitoring of college prep math and English classes. Monitoring of CTE coherent sequence of courses.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will focus on earning IBC's prior to the students' senior year. Algebra II and English III will focus on SAT. Algebra II Honors is focused on TSIA. We will continue to grow our Algebra II OnRamps by identifying high performing students based on their Algebra I STAAR scores. College English and math are being offered to the appropriate seniors.</p> <p>Strategy's Expected Result/Impact: CCMR points will exceed expected growth by doubling our current number of 48 math ready to 96 math ready students. We currently have one student with TSI math passing scores. We are testing all Algebra II Honors and OnRamps students (approximately 180). Our goal is to have 100 students math ready by year's end. We will administer the TSI in the fall and the spring to reach this number.</p> <p>Staff Responsible for Monitoring: CTE teachers English and math teachers Administration College and Career Counselor School Counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Additional Teachers - State Comp Ed - \$316,207</p>	Formative		
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students in the following subgroup scored below the state target of 60% in Reading/ELA performance: White 44% Performance **Root Cause:** Students from generational poverty often face substantial challenges in high school when it comes to their reading and writing abilities. These students typically have significant gaps in their skills, which become particularly evident when they encounter new methods of constructed response and essay writing, as required on the ELA STAAR tests.

Problem Statement 3: All students, and students in all subgroups scored below the state target in mathematics. **Root Cause:** Many students are found to have a significant deficiency in basic math skills, which poses a challenge for educators. One of the contributing factors to this problem is the lack of consistent instructional practices that can effectively address these gaps. Despite the efforts of teachers, the limited time available before the STAAR test makes it difficult for them to cover the required curriculum





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 student achievement on the English I End-of-Course from 40% Meets Grade Level to 45% Meets Grade Level for all students and increase all subgroups by at least 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will incrementally increase student performance on extended constructed response as measured by quarterly, on-demand writing.</p> <p>Strategy's Expected Result/Impact: This will increase the quality of student writing.</p> <p>Staff Responsible for Monitoring: English I teachers Campus Instructional ELA Coach Assistant Principal for English I Associate Principal for Instruction Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Software for writing support - State Comp Ed - \$11,300, Additional Teachers - State Comp Ed - \$138,140</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will incrementally increase student performance on genre-specific reading assessments as measured by district CFA's.</p> <p>Strategy's Expected Result/Impact: This will increase student reading comprehension.</p> <p>Staff Responsible for Monitoring: English I Teachers ELA Instructional Coach Assistant Principal Associate Principal of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students in the following subgroup scored below the state target of 60% in Reading/ELA performance: White 44% Performance Root Cause: Students from generational poverty often face substantial challenges in high school when it comes to their reading and writing abilities. These students typically have significant gaps in their skills, which become particularly evident when they encounter new methods of constructed response and essay writing, as required on the ELA STAAR tests.</p> <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.</p> <p>Root Cause: Teachers are not able to fill gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.</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 3: We will increase student achievement at the Meets level on Algebra I End-of-course from 20% to 27% and increase all subgroups by 6%.





Evaluation Data Sources: Campus Assessment Data

CFA Data

Interim STAAR Data

STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Algebra I teachers will use Daily Math Review for each unit of study, and measure progress with building quizzes to improve student progress in all subgroups.</p> <p>Strategy's Expected Result/Impact: Students will show progress on each unit of study as measured by their building progress measures. Quizzes are expected every two weeks.</p> <p>Staff Responsible for Monitoring: Algebra I Campus Instructional Math Coach Assistant Principal for Algebra I Associate Principal for Instruction Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All Algebra I teachers will receive ongoing professional development for small group instruction. Small Groups Instruction and Guided Math will be used to address conceptual gaps in each unit of study.</p> <p>Strategy's Expected Result/Impact: Student performance will be measured using the CFA's as a quarterly progress measurement.</p> <p>Staff Responsible for Monitoring: Algebra I teachers Campus Instructional Math Coach Assistant Principal Associate Principal for Instruction Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: Math Interventionist - State Comp Ed - \$70,000</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 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 not able to fill 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 all subgroups scored below the state target in mathematics. Root Cause: Many students are found to have a significant deficiency in basic math skills, which poses a challenge for educators. One of the contributing factors to this problem is the lack of consistent instructional practices that can effectively address these gaps. Despite the efforts of teachers, the limited time available before the STAAR test makes it difficult for them to cover the required curriculum</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 4: We will increase student achievement on the English II End-of-Course from 40% Meets Grade Level to 45% Meets Grade Level for all students and increase all subgroups by at least 5%.





Evaluation Data Sources: Campus Assessment Data

CFA Data

Interim STAAR Data

STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will incrementally increase student performance on extended constructed response as measured by quarterly, on-demand writing.</p> <p>Strategy's Expected Result/Impact: This will increase the quality of student writing.</p> <p>Staff Responsible for Monitoring: English II teachers ELA Instructional Coach Assistant Principal for English 2 Associate Principal for Instruction Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Additional Teachers - State Comp Ed - \$254,790</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will incrementally increase student performance on genre-specific reading assessments as measured by district CFA's.</p> <p>Strategy's Expected Result/Impact: This will increase student reading comprehension.</p> <p>Staff Responsible for Monitoring: English II teachers Campus ELA Instructional Coach Assistant Principal for English 2 Associate Principal for Instruction Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students in the following subgroup scored below the state target of 60% in Reading/ELA performance: White 44% Performance Root Cause: Students from generational poverty often face substantial challenges in high school when it comes to their reading and writing abilities. These students typically have significant gaps in their skills, which become particularly evident when they encounter new methods of constructed response and essay writing, as required on the ELA STAAR tests.</p> <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 not able to fill gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.</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 5: We will increase our TELPAS scores.

High Priority

Evaluation Data Sources: TELPAS results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will utilize Summit K-12 to assist with increased TELPAS scores.</p> <p>Strategy's Expected Result/Impact: TELPAS scores will improve.</p> <p>Staff Responsible for Monitoring: Assistant Principal Associate Principal Principal LPAC coordinator Teachers of sheltered instruction</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Achievement 7</p> <p>Funding Sources: K-12 Summit and additional paraprofessional support - Title III - \$36,917, Additional paraprofessional support - Title III IMM - \$28,000</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 7: Emerging bilingual students are not making adequate progress on TELPAS. Root Cause: Teachers are not adequately trained to manage this burgeoning population. Although most core teachers have been SIOP trained, they tend to teach whole-group, while the EB population requires a more small-group approach. Additionally, the testing set-up does not provide students with an area they feel comfortable speaking out loud.</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 1: The goal of Caney Creek High School is to maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Campus Funding Summary





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CCHS will ensure that all expenditures from district budget and activity funds are compliant with all state and CISD policies and procedures.</p> <p>Strategy's Expected Result/Impact: CCHS will have no discrepancies related to expenditures and financial records.</p> <p>Staff Responsible for Monitoring: Financial Secretary Budget Clerk Campus Secretary Principal</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Campus leadership team will attend the CISD job fair and support new teachers throughout the year through mentoring and coaching.

Evaluation Data Sources: Staffing reports
Teacher attendance at targeted monthly professional development.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use our Teacher Belief document created by Safe and Civil Schools to ensure all teachers have a unity of purpose.</p> <p>Strategy's Expected Result/Impact: There will be consistency among the staff regarding classroom instruction and classroom management that will lead to enhanced student learning outcomes.</p> <p>Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Peer support teacher-to-teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 7 - Culture and Climate 1</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 7: Emerging bilingual students are not making adequate progress on TELPAS. Root Cause: Teachers are not adequately trained to manage this burgeoning population. Although most core teachers have been SIOP trained, they tend to teach whole-group, while the EB population requires a more small-group approach. Additionally, the testing set-up does not provide students with an area they feel comfortable speaking out loud.</p>
Culture and Climate
<p>Problem Statement 1: 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 weaknesses to drive instruction.</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 utilize Safe and Civil Schools Foundations to provide a safe and orderly school environment conducive to learning for all students and staff.

High Priority

HB3 Goal

Evaluation Data Sources: view it referrals
anecdotal information from teachers and students, i.e., student and staff surveys.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will utilizing in-service training of all staff on campus expectations and campus culture. Students will be trained via first day presentations and continued reminders of campus expectations and culture.</p> <p>Strategy's Expected Result/Impact: Time spent on learning and on-task will increase resulting in higher student outcomes</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1, 2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: 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 weaknesses to drive instruction.</p>

Culture and Climate





Problem Statement 2: Few parents are actively involved with campus activities. **Root Cause:** Despite multiple means of communicating the information, parents are often not aware of opportunities on campus for involvement.

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: CCHS will work to ensure all stakeholders receive effective internal and external communication.

Evaluation Data Sources: Feedback from all stakeholders

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CCHS will utilize all of its social media platforms, the campus website, in-person parent meetings, and a monthly newsletter to keep parents and the community informed and engaged.</p> <p>Strategy's Expected Result/Impact: Increased attendance at functions Positive feedback from the community through our social media platforms</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2 - Parent and Community Engagement 3</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Few parents are actively involved with campus activities. Root Cause: Despite multiple means of communicating the information, parents are often not aware of opportunities on campus for involvement.</p>
Parent and Community Engagement
<p>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. This is also related to perceived language barriers.</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: CCHS will utilize the school nurse and clinic aide to promote health and well-being to all campus stakeholders.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will work with the school nurse and clinic aide to promote healthy habits to all campus stakeholders</p> <p>Strategy's Expected Result/Impact: Increased attendance rate</p> <p>Staff Responsible for Monitoring: Principal Associate Principals</p> <p>Problem Statements: Culture and Climate 2</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 3 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Few parents are actively involved with campus activities. Root Cause: Despite multiple means of communicating the information, parents are often not aware of opportunities on campus for involvement.</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 4: We will increase our attendance rate from 95.5% to 96.0%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will receive 3 day email, 5 day letter, and a parent communication from administration. We will dedicate a paraprofessional to daily attendance review focused on clean data.</p> <p>Strategy's Expected Result/Impact: Parents will assist campus on improving their student's attendance. Attendance will improve as teachers correct attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principals Associate Principal Attendance Clerk</p> <p>Problem Statements: Student Achievement 6, 7</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:





Student Achievement
<p>Problem Statement 6: Students in special populations did not achieve at the federal accountability level in math and ELA. Root Cause: Factors for low performance include inadequate teacher training and support for new teachers, social and emotional challenges, and gaps in foundational skills that come from generational poverty.</p> <p>Problem Statement 7: Emerging bilingual students are not making adequate progress on TELPAS. Root Cause: Teachers are not adequately trained to manage this burgeoning population. Although most core teachers have been SIOP trained, they tend to teach whole-group, while the EB population requires a more small-group approach. Additionally, the testing set-up does not provide students with an area they feel comfortable speaking out loud.</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: We will enhance instructional strategies and facilitate teacher growth through a tiered approach based on walkthrough data analysis, while delivering individualized scaffolded professional development.

Evaluation Data Sources: Walk-through Data - Get Better Faster Form, Strive T-TESS D-3, D-2 Look-fors, Strive T-TESS Formal Observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will have walk-through data points from evaluations based on Get Better Faster and Strive T-TESS Domain 2 and 3 Look-fors. Teachers will be tiered based on the data to provide individualized professional development. Teachers will then be supported in their growth by Learning Walks, Panther Shorts PD(during conferences), Lunch and Learns, district provided PD, and/or coaching cycles.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their capacity to manage their classroom, plan engaging lessons, and deliver quality instruction based off NASOT Strategies to increase student performance.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coach Assistant Principal Associate Principal Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 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.</p> <p>Root Cause: Teachers are not able to fill gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.</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: We will 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: Walkthrough Data
TTESS Formal Observation
Summative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will create the student version of summative assessments in an online platform.</p> <p>Strategy's Expected Result/Impact: Students will have access and experience in online testing platforms</p> <p>Staff Responsible for Monitoring: Campus Instructional Coach Assistant Principal Associate Principal Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 7</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide teachers with professional development to grow their instructional technology best practices.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and content knowledge in a technology platform.</p> <p>Staff Responsible for Monitoring: Instructional Technologist Assistant Principal Associate Principal Principal</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Students in the following subgroup scored below the state target of 60% in Reading/ELA performance: White 44% Performance **Root Cause:** Students from generational poverty often face substantial challenges in high school when it comes to their reading and writing abilities. These students typically have significant gaps in their skills, which become particularly evident when they encounter new methods of constructed response and essay writing, as required on the ELA STAAR tests.

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 not able to fill gaps in reading, writing, and math while covering the required curriculum within the limited time prior to the STAAR test.

Problem Statement 7: Emerging bilingual students are not making adequate progress on TELPAS. **Root Cause:** Teachers are not adequately trained to manage this burgeoning population. Although most core teachers have been SIOP trained, they tend to teach whole-group, while the EB population requires a more small-group approach. Additionally, the testing set-up does not provide students with an area they feel comfortable speaking out loud.

State Compensatory

Budget for Caney Creek High School

Total SCE Funds: \$790,437.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

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Personnel for Caney Creek High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Courtney Johnson	Science Teacher	1
Jenna Williams	Math Teacher	1
Jodi Lewallen	Intervention Specialist	1
Jonathan Giles	Math Teacher	1
Mabel Oneal	Science Teacher	1
Maya Morales	Social Studies Teacher	1
Shelby Barrera	Science	1
Siara Cegielski	Math Teacher	1
Zachary Taylor	English Teacher	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	K-12 Summit and additional paraprofessional support		\$36,917.00
Sub-Total					\$36,917.00
Budgeted Fund Source Amount					\$36,917.00
+/- Difference					\$0.00
Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Additional paraprofessional support		\$28,000.00
Sub-Total					\$28,000.00
Budgeted Fund Source Amount					\$28,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Additional Teachers		\$316,207.00
1	2	1	Software for writing support		\$11,300.00
1	2	1	Additional Teachers		\$138,140.00
1	3	2	Math Interventionist		\$70,000.00
1	4	1	Additional Teachers		\$254,790.00
Sub-Total					\$790,437.00
Budgeted Fund Source Amount					\$790,437.00
+/- Difference					\$0.00
Grand Total Budgeted					\$855,354.00
Grand Total Spent					\$855,354.00
+/- Difference					\$0.00