

Conroe Independent School District
Caney Creek High School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

CCHS will continue to use 2019 data for the 2022-23 school year as due to COVID, ratings were not updated for the 2020 school year.

Caney Creek High School received a 2019 Overall Texas Accountability rating of 77 (C). This was achieved by receiving the following scores:

Student Achievement – 79

School Progress – 79

Closing the Gaps – 71

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

All subjects – 68%

English Language Arts I / II - 55%

Mathematics- 66%

Science – 83%

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.

	Hispanic	White	Econ Dis	ELL	Special Ed
Academic Achievement (Percent at Meets Grade Level or Above)					
Reading Target	37%	60%	33%	29%	19%
2018	30%/N	35%/N	30%/N	13%/N	10%/N
2019	33%/N	39%/N	32%/N	17%/N	12%/N
2022	32%/N	42%/N	32%/N	16%/N	17%/N
2020	42%	54%	43%	25%	24%
Mathematics Target	40%	59%	36%	40%	23%
2018	40%/N	33%/N	36%/N	32%/N	14%/N
2019	41%/Y	29%/N	36%/Y	33%/N	12%/N
2022	21%/Y	27%/N	22%/Y	17%/N	8%/N

	Hispanic	White	Econ Dis	ELL	Special Ed
2020	32%	39%	31%	21%	23%
Graduation (Federal Graduation Rate) Target	90%	90%	90%	90%	90%
2018	87.9%/Y	93.5%/N	89.8%/N	-	-
2019	86.4%/N	89.6%/Y	89.6%/N	76.3	73.8
2022	96.4%/N	97.5%/N	96.1%/N	94.5%/N	85.0%/N
2020	92.1%	91.3%	94.7%	90.7%	86.1%
School Quality (College, Career, and Military Readiness Performance) Target	41%	58%	39%	30%	27%
2018	43%/Y	49%/N	41%/Y	-	18%/N
2019	52%/Y	57%/N	54%/Y	36	70%/N
2022	47%/Y	50%/N	49%/Y	37%/Y	81%/Y
2020	58%	54%	54%	43%	77%/Y

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students in the following subgroup scored below the state target in Reading/ELA: White **Root Cause:** Students from generational poverty enter high school with significant gaps in reading and writing skills.

Problem Statement 2 (Prioritized): 49% of seniors at Caney Creek met at least one CCMR criteria while 65% of all CISD seniors met CCMR criteria. **Root Cause:** While many CTE pathways can lead to a certification, we wait until senior year to work on earning the certification. Additionally, the campus focus has not been on achieving target scores on the PSAT and TSIA.

Problem Statement 3 (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 4 (Prioritized): All students, and students in all subgroups scored below the state target in mathematics. **Root Cause:** Students are deficient in math skills, particularly post-covide. There are significant gaps in basic math skills.

Problem Statement 5 (Prioritized): Many students are not able to pass the TSIA; only 5% passed the math portion; 10% passed the ELA portion. **Root Cause:** Students come to high school with significant gaps in reading and math. Upper level ELA and math teachers did not cover specific components of the TSIA.

Problem Statement 6 (Prioritized): Industry based certifications are at 11%; CISD overall is 11% Completer rates are also low. **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 7 (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 8 (Prioritized): Emerging bilingual students are not making adequate progress on TELPAS. **Root Cause:** Teachers are not adequately trained to managing this

burgeoning population.

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.

Problem Statement 4 (Prioritized): 49% of seniors at Caney Creek met at least one CCMR criteria while 65% of all CISD seniors met CCMR criteria. **Root Cause:** While many CTE pathways can lead to a certification, we wait until senior year to work on earning the certification. Additionally, the campus focus has not been on achieving target scores on the PSAT and TSIA.

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.

Problem Statement 4 (Prioritized): 49% of seniors at Caney Creek met at least one CCMR criteria while 65% of all CISD seniors met CCMR criteria. **Root Cause:** While many CTE pathways can lead to a certification, we wait until senior year to work on earning the certification. Additionally, the campus focus has not been on achieving target scores on the PSAT and TSIA.

Priority Problem Statements

Problem Statement 5: Students in the following subgroup scored below the state target in Reading/ELA: White

Root Cause 5: Students from generational poverty enter high school with significant gaps in reading and writing skills.

Problem Statement 5 Areas: Student Achievement

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 11: 49% of seniors at Caney Creek met at least one CCMR criteria while 65% of all CISD seniors met CCMR criteria.

Root Cause 11: While many CTE pathways can lead to a certification, we wait until senior year to work on earning the certification. Additionally, the campus focus has not been on achieving target scores on the PSAT and TSIA.

Problem Statement 11 Areas: Student Achievement - Culture and Climate - Parent and Community Engagement

Problem Statement 10: Few parents are actively involved with campus activities.

Root Cause 10: Despite multiple means of communicating the information, parents are often not aware of opportunities on campus for involvement.

Problem Statement 10 Areas: Culture and Climate

Problem Statement 8: White students missed three federal indicators for three consecutive years. These students missed the targets for reading, math, and CCMR performance.

Root Cause 8: 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 8 Areas: Student Achievement

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 7: All students, and students in all subgroups scored below the state target in mathematics.

Root Cause 7: Students are deficient in math skills, particularly post-covide. There are significant gaps in basic math skills.

Problem Statement 7 Areas: Student Achievement

Problem Statement 6: Many students are not able to pass the TSIA; only 5% passed the math portion; 10% passed the ELA portion.

Root Cause 6: Students come to high school with significant gaps in reading and math. Upper level ELA and math teachers did not cover specific components of the TSIA.

Problem Statement 6 Areas: Student Achievement

Problem Statement 9: Industry based certifications are at 11%; CISD overall is 11% Completer rates are also low.

Root Cause 9: 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 9 Areas: Student Achievement

Problem Statement 4: Students in special populations did not achieve at the federal accountability level in math and ELA.

Root Cause 4: Teachers lack adequate training to address the needs of these special populations.

Problem Statement 4 Areas: Student Achievement

Problem Statement 3: Emerging bilingual students are not making adequate progress on TELPAS.

Root Cause 3: Teachers are not adequately trained to managing this burgeoning population.

Problem Statement 3 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
- 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

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 57% to 75%.

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.

Strategy 1 Details	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 PSAT. College English and math are being offered to the appropriate seniors.</p> <p>Strategy's Expected Result/Impact: CCMR points will exceed expected growth.</p> <p>Staff Responsible for Monitoring: CTE teachers English and math teachers Administration College and Career Counselor</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 5, 6</p> <p>Funding Sources: Intervention Counselor - ESSER III - \$108,539, Technology - ESSER III - \$10,000, Additional Teachers - ESSER III - \$119,150</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 5: Many students are not able to pass the TSIA; only 5% passed the math portion; 10% passed the ELA portion. Root Cause: Students come to high school with significant gaps in reading and math. Upper level ELA and math teachers did not cover specific components of the TSIA.</p>

Student Achievement

Problem Statement 6: Industry based certifications are at 11%; CISD overall is 11% Completer rates are also low. **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.

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 43% Meets Grade Level to 60% 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	Reviews			
<p>Strategy 1: All English I teachers will increase student use of academic vocabulary with intentional use of interactive word walls and interactive anchor charts, as well as sentence stems and sentence frames.</p> <p>Strategy's Expected Result/Impact: Increase student understanding of academic terminology commonly used in standardized tests.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coach Assistant Principal for English I Associate Principal for Instruction Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3, 4 - Culture and Climate 1</p> <p>Funding Sources: Books - ESSER III - \$6,000, Contracted Service Consultants - ESSER III - \$20,241, Extra Duty Pay - ESSER III - \$20,000, Additional Teachers - State Comp Ed - \$138,140</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All English I teachers will receive ongoing staff development in sheltered instruction strategies to increase student output in speaking and writing.</p> <p>Strategy's Expected Result/Impact: Increase on grade level student writing.</p> <p>Staff Responsible for Monitoring: Teacher 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 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 8</p> <p>Funding Sources: Instructional Para - Title III IMM - \$30,000, Instructional Materials - ESSER III - \$2,500, Books - ESSER III - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students in the following subgroup scored below the state target in Reading/ELA: White Root Cause: Students from generational poverty enter high school with significant gaps in reading and writing skills.</p>
<p>Problem Statement 3: 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 4: All students, and students in all subgroups scored below the state target in mathematics. Root Cause: Students are deficient in math skills, particularly post-covide. There are significant gaps in basic math skills.</p>
<p>Problem Statement 8: Emerging bilingual students are not making adequate progress on TELPAS. Root Cause: Teachers are not adequately trained to managing this burgeoning population.</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 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 on Algebra I End-of-course from 31% to 50% and increase all subgroups by 5%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All Algebra I teachers will increase student use of academic vocabulary with intentional use of interactive word walls and interactive anchor charts, as well as sentence stems and sentence frames while encouraging number talk.</p> <p>Strategy's Expected Result/Impact: Students will understand mathematic vernacular on formal assessments.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coach Assistant Principal for Algebra I 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 4, 8</p> <p>Funding Sources: Instructional Para - Title III - \$33,600, Part time tutors - State Comp Ed - \$194,822</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All Algebra I teachers will receive ongoing professional development for small group instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will receive training to effectively close student performance gaps by providing small group targeted instruction.</p> <p>Staff Responsible for Monitoring: Campus Instructional 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 3, 4</p> <p>Funding Sources: Substitutes - ESSER III - \$74,905, Math Interventionist - ESSER III - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 3: 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>
<p>Problem Statement 4: All students, and students in all subgroups scored below the state target in mathematics. Root Cause: Students are deficient in math skills, particularly post-covide. There are significant gaps in basic math skills.</p>
<p>Problem Statement 8: Emerging bilingual students are not making adequate progress on TELPAS. Root Cause: Teachers are not adequately trained to managing this burgeoning population.</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 English 2 End-of-course from 49% Meets Grade Level to 60% Meets Grade Level and increase all subgroups by 5%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All English II teachers will increase student use of academic vocabulary with intentional use of interactive word walls and interactive anchor charts, as well as sentence stems and sentence frames.</p> <p>Strategy's Expected Result/Impact: Increase student understanding of academic terminology commonly used in standardized tests.</p> <p>Staff Responsible for Monitoring: Campus 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, 7 - Culture and Climate 1</p> <p>Funding Sources: Additional Teachers - State Comp Ed - \$254,790</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All English II teachers will receive ongoing staff development in sheltered instruction strategies to increase student output in speaking and writing.</p> <p>Strategy's Expected Result/Impact: Increase on grade level student writing.</p> <p>Staff Responsible for Monitoring: Campus 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 8</p> <p>Funding Sources: Extra duty pay - Title III - \$4,500</p>	Formative			Summative
	Oct	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 in Reading/ELA: White Root Cause: Students from generational poverty enter high school with significant gaps in reading and writing skills.</p>
<p>Problem Statement 7: 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.</p>
<p>Problem Statement 8: Emerging bilingual students are not making adequate progress on TELPAS. Root Cause: Teachers are not adequately trained to managing this burgeoning population.</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 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 attendance rate from 95.5% to 96.0%





High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive 3 day email, 5 day letter, and a parent communication from administration. Strategy's Expected Result/Impact: Parents will assist campus on improving their student's attendance. Staff Responsible for Monitoring: Assistant Principal Associate Principal for Operations Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Additional Assistant Principal - ESSER II - \$95,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Strategy 1 Details	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			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: CCHS will improve the level of instruction by utilizing targeted walkthroughs with immediate feedback.

Evaluation Data Sources: Walkthrough data in Strive
 Student failure rate
 State testing results

Strategy 1 Details	Reviews			
<p>Strategy 1: CCHS Administration will conduct coaching-style walkthroughs designed to increase teacher efficacy</p> <p>Strategy's Expected Result/Impact: Student learning outcomes will increase as teachers see the results of having higher expectations of student output.</p> <p>Staff Responsible for Monitoring: CCHS Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 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>





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	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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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	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>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	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: Parent and Community Engagement 3</p>	Formative			Summative
	Oct	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:

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	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>Funding Sources: Nurse - ESSER III - \$23,208</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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 ensure all staff are identifying essential standards, common formative/summative assessments, and ongoing review of data to ensure progress for every student.

Evaluation Data Sources: Instructional Plan Binders utilizing student trackers, Data Checks every 3 weeks

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will utilize standard data dialog to measure progress and meet weekly to review data spreadsheet within content teams.</p> <p>Strategy's Expected Result/Impact: Teachers will make informed decisions on building small groups within instructional plans to bridge student academic gaps based on review of progress.</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: Culture and Climate 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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>

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	Reviews			
<p>Strategy 1: All teachers will utilize a standardized Canvas page provided by the campus to ensure 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 material.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coach Assistant Principal Associate Principal Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Culture and Climate 2 - Parent and Community Engagement 3</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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</p>	Formative			Summative
	Oct	Dec	Mar	June


Assistant Principal
Associate Principal
Principal


ESF Levers:


Lever 5: Effective Instruction

Problem Statements: Culture and Climate 1

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Culture and Climate

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.

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.

Parent and Community Engagement

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.

State Compensatory

Budget for Caney Creek High School

Total SCE Funds:

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
Jodi Lewallen	Intervention Specialist	1
Jonathan Giles	Math Teacher	1
Maya Morales	Social Studies Teacher	1
Michael Thomas	Science Teacher	1
Shellby Barrera	Science	1
Siara Cegielski	Math Teacher	1
Toni Hinds	Science Teacher	1
Zachary Taylor	English Teacher	1

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Para		\$33,600.00
1	4	2	Extra duty pay		\$4,500.00
Sub-Total					\$38,100.00
Budgeted Fund Source Amount					\$38,100.00
+/- Difference					\$0.00
Title III IMM					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional Para		\$30,000.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$30,000.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Additional Teachers		\$138,140.00
1	3	1	Part time tutors		\$194,822.00
1	4	1	Additional Teachers		\$254,790.00
Sub-Total					\$587,752.00
Budgeted Fund Source Amount					\$587,752.00
+/- Difference					\$0.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Additional Assistant Principal		\$95,000.00
Sub-Total					\$95,000.00
Budgeted Fund Source Amount					\$95,000.00
+/- Difference					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Counselor		\$108,539.00
1	1	1	Additional Teachers		\$119,150.00
1	1	1	Technology		\$10,000.00
1	2	1	Extra Duty Pay		\$20,000.00
1	2	1	Books		\$6,000.00
1	2	1	Contracted Service Consultants		\$20,241.00
1	2	2	Instructional Materials		\$2,500.00
1	2	2	Books		\$500.00
1	3	2	Math Interventionist		\$70,000.00
1	3	2	Substitutes		\$74,905.00
4	3	1	Nurse		\$23,208.00
Sub-Total					\$455,043.00
Budgeted Fund Source Amount					\$455,043.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,205,895.00
Grand Total Spent					\$1,205,895.00
+/- Difference					\$0.00