Clear Creek Independent School District

District Instructional Improvement Plan
2011-2012

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Public Education Goals

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. The state’s students will demonstrate exemplary performance in the comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, a diverse community unified by a spirit of exploration and excellence, is to develop students who will lead the way to the future by educating and equipping them with the skills necessary to excel in the 21st century through a system characterized by meaningful community relationships and a comprehensive curriculum facilitated by a highly qualified team committed to Courage, Collaboration, Innovation, and Self-Direction.

District Motto:

Courage, Collaboration, Innovation, Self-Direction

Statement of Beliefs

We believe that:

Each student deserves access to a world-class education.
Education is a joint partnership between family, school and community.
Relationships are the foundation for meaningful teaching and learning.
Learning can occur any time, any place, and at any pace.
Providing diverse learning opportunities promotes individual success.
Excellence is worth the effort.
High expectations drive performance.
Diversity strengthens our community.
The measure of success of any community is the success of its children.
Communication with all stakeholders develops unity.
Every person is responsible to be a continuous lifelong learner.
Innovation requires a commitment to bold ideas.

Parameters

- We will make academic excellence our first priority.
- We will hold the highest expectations for everyone.
- We will make optimal use of technology throughout the educational system.
- We will base our decisions and actions on the best interest of the student.
- We will be responsible stewards of our resources.
- We will require individual and organizational responsibility and accountability
- We will treat each other with honesty and respect.
- We will make all decisions consistent with our beliefs and mission.
- We will not initiate or retain any program or service unless it contributes to achieving our mission and objectives, and benefits outweigh costs.
- We will embrace change that leads to continuous improvement.

Objectives

- Enable all students to participate in activities promoting creativity, collaboration, problem-solving and innovation.
- Equip all students to graduate with the knowledge, skills, and resources to be successful in post-secondary education or employment in the 21st century workplace.
- Expect all students to participate in making a meaningful contribution to the community.
- Engage all students to develop plans to successfully achieve their personal goals.

Goals

1. We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.
2. We will enhance the character development of each student with emphasis on creating a sense of personal responsibility and a commitment to community.
3. We will recruit, develop and retain compassionate, effective, innovative and highly motivated staff.
4. We will focus our use of resources to accelerate learning for all students and eliminate the achievement gap.
5. We will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.
6. We will lead, develop, and implement a robust parent and community involvement program to successfully achieve the district mission and objectives.
7. We will nurture, support, and develop collaborative leadership at all levels throughout the learning community.

DISTRICT INSTRUCTIONAL IMPROVEMENT GOALS AND OBJECTIVES

Goal 1: We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objectives:

1. Provide all students with the opportunity for attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

2. Ensure that all students and all student groups (African-American, Hispanic, White, students served in special education, students classified as economically disadvantaged, and students classified as Limited English Proficient) meet or exceed performance expectations on STAAR English/Language Arts. Ensure that 90% of students and all student groups in grades 10 and Exit-level meet performance expectations on TAKS English/Language Arts.

3. Ensure that all students and all student groups (African-American, Hispanic, White, students served in special education, students classified as economically disadvantaged, and students classified as Limited English Proficient) meet or exceed performance expectations on STAAR Mathematics. Ensure that 90% of students and all student groups in grades 10 and Exit-level meet performance expectations on TAKS Mathematics.

4. Ensure that all students and all student groups (African-American, Hispanic, White, students served in special education, students classified as economically disadvantaged, and students classified as Limited English Proficient) meet or exceed performance expectations on STAAR Science. Ensure that 90% of students and all student groups in grades 10 and Exit-level meet performance expectations on TAKS Science.

5. Ensure that all students and all student groups (African-American, Hispanic, White, students served in special education, students classified as economically disadvantaged, and students classified as Limited English Proficient) meet or exceed performance expectations on STAAR Social Studies. Ensure that 90% of students and all student groups in grades 10 and Exit-level meet performance expectations on TAKS Social Studies.

6. Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk, or Dyslexia, Special Education Programs with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and improve their academic achievement.

Goal 2: We will enhance the character development of each student with emphasis on creating a sense of personal responsibility and a commitment to community.

Performance Objectives:

1. Provide opportunities for all to participate in service learning events or activities.

2. Provide opportunities for all students in character development programs and activities.

Goal 3: We will recruit, develop and retain compassionate, effective, innovative and highly motivated staff.

Performance Objectives:

1. Ensure all teaching and paraprofessional staff members meet the “Highly Qualified” requirements as set forth in No Child Left Behind.

Goal 4: We will focus our use of resources to accelerate learning for all students and eliminate the achievement gap.

Performance Objectives:

1. Base all resource allocations upon a thorough analysis of student performance data annually.

2. Ensure that all resource allocations (financial and personnel) support district alignment and campus goals.

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.

Performance Objectives:

1. Implement program specific safety designs in 100% of all required areas.

2. Implement programs and professional development with an emphasis on facilitating student relationships.

Goal 6: We will lead, develop, and implement a robust parent and community involvement program to successfully achieve the district mission and objectives.

Performance Objectives:

1. Provide opportunities for all parents to participate in activities as a partner in their child’s educational process.

Goal 7: We will nurture, support, and develop collaborative leadership at all levels throughout the learning community.

Performance Objectives:

1. Ensure that staff will be a member of a professional learning community and will continue to improve and reflect on their practice.

CLEAR CREEK INDEPENDENT SCHOOL DISTRICT
District Instructional Improvement Plan 2011-2012

Fall 2011 to Spring 2012

DISTRICT GOAL1: We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

PERFORMANCE OBJECTIVE 1.1: Provide all students with the opportunity for attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 1: By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
All students will graduate from high school.
NCLB GOAL 5: All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING SOURCE	TIMELINE START/ END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All schools will utilize a minimum of two strategies for providing students and their parents information about higher education. (All levels)	Review of prior year activities	Counselor	Local	October 2011/Sept 2012	Meeting space, documentation	Completion of targeted activities; materials distributed
All schools will promote a college/career culture.	CIIC focused review of school environment	Principal	Local	September 2012	Materials to display college completion	Campus is seen as clearly promoting higher education
Implement year 2 recommendations from the Curriculum Management Audit (Superintendent's Target).	CMA Status Report document	Deputy Supt C&I	Local	October 2011/June 2012	Audit report	Final status report
The District will develop an alternative accountability system including performance metrics that is more reflective of the elements of an exemplary school district. (Superintendent's Target).	State and local accountability data	Deputy Supt C&I; Director of Assessment	Local	October 2011/June 2012	Data reports	Draft version of system
Continue to offer rigorous levels of educational opportunities including college preparatory, career and technical education. (DEIC)	Course offerings	Deputy Supt C&I	Local, State, Federal	October 2011/June 2012	Counseling time and documentation	Course registration and monitoring
Continue offering online, evening and during the day dual credit, Pre-AP, and AP. (DEIC)	Course offerings, enrollment data	Deputy Supt C&I	Local, State, Federal	October 2011/June 2012	Counseling time and documentation	Course registration and monitoring
Ensure that every senior has a post-secondary plan leading to college or career. (DEIC)	Naviance data	Director of Student Services	Local	October 2011/Feb 2012	Naviance	Naviance usage by campus

DISTRICT GOAL1: We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

PERFORMANCE OBJECTIVE 1.2: Ensure that all students and all student groups (African-American, Hispanic, White, students served in special education, students classified as economically disadvantaged, and students classified as Limited English Proficient) meet or exceed performance expectations on STAAR English/Language Arts. Ensure that 90% of students and all student groups in grades 10 and Exit-level meet performance expectations on TAKS English/Language Arts. (Superintendent's Target)

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 1: By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

NCLB GOAL 5: All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All schools will implement a minimum of three District endorsed, scientifically based instructional methods to be used for student groups to show success/improvement in TAKS/STAAR Reading/ELA. (Title I, Improvement Stage 1)	Formative, summative assessments results	Principal	Local, State compensatory, Title I	August 2011/June 2012	Professional development sessions	Student performance, professional development attendance records
All teachers will utilize the District Reading/ELA curriculum.	Teacher lesson plans	Asst. Supts, Principals	Local, State compensatory, Title I	August 2011/June 2012	Online curriculum	Walk-thru observations; dept and grade level team meeting agendas
Complete a thorough data analysis of the performance of students receiving special education services and make instructional modifications as a result of this analysis. (Title I, Improvement Stage 1)	Student assessment results	Director of Assessment	Local, Title I	August 2011/June 2012	Student data	Meeting agendas; planning documents
Ensure that the District and all schools meet adequate yearly progress (AYP).	Student assessment results	Asst. Supts, Principals	Local, Title I	August 2011/June 2012	Student data	Improvement plans

DISTRICT GOAL1: We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

PERFORMANCE OBJECTIVE 1.3: Ensure that all students and all student groups (African-American, Hispanic, White, students served in special education, students classified as economically disadvantaged, and students classified as Limited English Proficient) meet or exceed performance expectations on STAAR Mathematics. Ensure that 90% of students and all student groups in grades 10 and Exit-level meet performance expectations on TAKS Mathematics. (Superintendent's Target)

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 1: By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

NCLB GOAL 5: All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All schools will implement a minimum of three District endorsed scientifically based instructional methods to be used for student groups to show improvement/success in TAKS/STAAR math. (Title I, Improvement Stage 1)	Student performance assessments	Principal	Local, State compensatory, Title I	August 2011/June 2012	Professional development sessions	Student performance, professional development attendance records
All teachers will utilize the District mathematics curriculum.	Teacher lesson plans	Asst. Supts, Principals	Local, State compensatory, Title I	August 2011/June 2012	Online curriculum	Walk-thru observations; dept and grade level team meeting agendas
Provide a variety of intervention strategies and approaches including before and after school tutorials, pull-out and target classes. (DEIC)	Student assessments	Principals	Local	Nov. 2011/May 2012	Teachers to implement interventions	Improvement of monitored students' assessment results

DISTRICT GOAL 1: We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

PERFORMANCE OBJECTIVE 1.4: Ensure that all students and all student groups (African-American, Hispanic, White, students served in special education, students classified as economically disadvantaged, and students classified as Limited English Proficient) meet or exceed performance expectations on STAAR Science. Ensure that 90% of students and all student groups in grades 10 and Exit-level meet performance expectations on TAKS Science. (Superintendent's Target)

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 5: All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All school will implement a minimum of three District endorsed, scientifically based instructional methods to be used for student groups to show improvement/success in TAKS/STAAR Science. (Title I, Improvement Stage 1)	Student performance assessments	Principal	Local, State compensatory, Title I	August 2011/June 2012	Professional development sessions	Student performance, professional development attendance records
All teachers will utilize the District Science curriculum.	Teacher lesson plans	Asst. Supts, Principals	Local, State compensatory, Title I	August 2011/June 2012	Online curriculum	Walk-thru observations; dept and grade level team meeting agendas
Utilize innovative approaches to include teacher support, parental support and technological support to provide individual students optimum learning supports. (DEIC)	Campus needs assessment results	Principals, Teachers	Local, State compensatory, Title I	August 2011/June 2012	Curriculum documents	Student performance

DISTRICT GOAL 1: We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

PERFORMANCE OBJECTIVE 1.5: Ensure that all students and all student groups (African-American, Hispanic, White, students served in special education, students classified as economically disadvantaged, and students classified as Limited English Proficient) meet or exceed performance expectations on STAAR Social Studies. Ensure that 90% of students and all student groups in grades 10 and Exit-level meet performance expectations on TAKS Social Studies. (Superintendent's Target 2)

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 5: All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All schools will implement District endorsed, scientifically based, instructional methods to be used for student groups to show success in STAAR social studies. (Title I, Improvement Stage 1)	Student performance assessments	Principal	Local, State compensatory, Title I	August 2011/June 2012	Professional development sessions	Student performance, professional development attendance records
All teachers will utilize the District Social Studies curriculum.	Teacher lesson plans	Asst. Supts, Principals	Local, State compensatory, Title I	August 2011/June 2012	Online curriculum	Walk-thru observations; dept and grade level team meeting agendas

DISTRICT GOAL 1: We will provide rigorous learning opportunities and curricula that transcend state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

PERFORMANCE OBJECTIVE 1.6: Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk, or Dyslexia, Special Education Programs with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and improve their academic achievement.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 4: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. **NCLB GOAL 5:** All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
Implement identified instructional approaches that will be used to address the needs of students identified as LEP.	Student assessment data	Director for ELL; Bilingual Coordinator	Local, Title III	August 2011/June 2012	Research-based Professional development materials	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students identified as At-Risk.	Student assessment data	At-Risk Coordinator	Local, State Compensatory	August 2011/June 2012; Student data review will occur every 9 weeks	Research-based Professional development materials	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students receiving special education services.	Student assessment data	Director of Special Education; Principals	Local, IDEA Funds	August 2011/June 2012	Research-based Professional development materials	Student assessment results
Implement identified instructional approaches that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.	Student assessment data	Section 504 Coordinator	Local	August 2011/June 2012	Research-based Professional development materials	Student assessment results
Increase professional learning offerings for teachers of students receiving special education. (AYP, DEIC)	Professional learning plan	Executive Directors of PD and Special Education	Local, Title II, IDEA	August 2011/June 2012	Research-based Professional development materials	Student assessment results
Develop a long-range master technology plan. (Superintendent's Target)	Technology inventory	Chief Technology Officer	Local	October 2011/February 2012	Meeting time/space	Meeting agendas; Completed plan

DISTRICT GOAL 2: We will enhance the character development of each student with emphasis on creating a sense of personal responsibility and a commitment to community.

PERFORMANCE OBJECTIVE 2.1: Provide opportunities for all to participate in service learning events or activities.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All schools will implement at least one service learning project that provides an opportunity for all students to participate. (Superintendent's Target and DEIC)	Campus Comprehensive Needs Assessment	Principal	Local	August 2011/June 2012	Planning time	Student and teacher evaluation survey

DISTRICT GOAL 2: We will enhance the character development of each student with emphasis on creating a sense of personal responsibility and a commitment to community.

PERFORMANCE OBJECTIVE 2.2: Provide opportunities for all students in character development programs and activities.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
Refine the Safe School Ambassadors Program.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Secondary Education	Local, Title IV	August 2011/June 2012	Professional development materials	Needs assessment results, listing of SSA activities
Refine the Lions Quest Program.	Discipline referral rates disaggregated by ethnicity and gender	Assistant Superintendent for Elementary Education	Local, Title IV	August 2011/June 2012	Professional development materials	Needs assessment results, listing of LQ activities

DISTRICT GOAL 3: We will recruit, develop and retain compassionate, effective, innovative and highly motivated staff.

PERFORMANCE OBJECTIVE 3.1 Ensure all teaching and paraprofessional staff members meet the "Highly Qualified" requirements as set forth in No Child Left Behind.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 2: All students will be taught by highly qualified teachers.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
Analyze highly qualified teacher data between high and low poverty campuses.	Highly Qualified Report	Directors of Human Resources	Local, Title I	August 2011/May 2012	Data reports	Data analysis documents
Teachers and administrators will engage in professional learning activities that are consistent with the District Professional Development Plan.	Campus professional development survey	Principal	Local, Title II	August 2011/May 2012	Meeting space	Professional development activities
Revise the District Professional Development Plan to include specific, measurable growth Target for all employees (Superintendent's Target).	Evaluation of current plan	Executive Director of Professional Development	Local, Title II	August 2011/May 2012	Learning Forward resources	Meeting agendas
Pilot alternative teacher evaluation system, Lead Educator Appraisal and Development System (LEADS), at specific campuses (Superintendent's Target).	Evaluation of draft documents	Executive Director for Human Resources	Local	August 2011/May 2012	Administrator and teacher committee	Interim report of progress
CIICs will annually review and approve a campus professional development plan that is aligned with the District professional development plan.	Campus professional development survey	Principal	Local, Title II	March 2012/May 2012	Survey instrument	Survey results, approved plan
All schools will engage in targeted, specific activities to enhance a positive school climate for all campus employees.	Climate Survey	Principal	Local	September 2011/May 2012	Meeting time, improvement plan	Survey results, approved plan
All schools will administer the campus climate survey and adjust strategies based on survey results.	Climate Survey	Principal	Local	March 2012/May 2012	District survey instrument	Survey results

DISTRICT GOAL 4: We will focus our use of resources to accelerate learning for all students and eliminate the achievement gap.

PERFORMANCE OBJECTIVE 4.1: Base all resource allocations upon a thorough analysis of student performance data annually.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 5: All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
Specified campuses will pilot the use of technology solutions to improve the management of student discipline data.	Student discipline records	Chief Technology Officer, Principals	Local	October 2011/January 2012	Technology applications	Results of pilot
Implement AWARE data management system at campus and district level.	Current accessibility of student data	Director of Assessment & Eval	Local	June 2011/June 2012	AWARE product; professional development	Usage data
Teachers will utilize District endorsed methods of online communication to provide student access to learning materials	Log-in records	Chief Technology Officer, Principals	Local	August 2011/May 2012	E4 System	Log-in records
All schools will implement a minimum of two District endorsed strategies to address drop-out prevention.	Student assessment results	Principals	State compensatory funds	Review every nine weeks	Professional development	Student completion rates
All schools will utilize District endorsed strategies for comprehensive, intense, accelerated instruction (State Compensatory funding, SSI)	Student grade reports	Principals	State compensatory funds	Review every nine weeks	Supporting curriculum documents	Student assessment results
CIIC will annually review, report the student achievement results of two campus-based student intervention programs and determine whether programs should be continued, modified or discontinued.	Student assessment results	Principals	Title I, State compensatory, Local	October 2011/January 2012; review every nine weeks	Meeting space	Report, CIIC meeting minutes

DISTRICT GOAL 4: We will focus our use of resources to accelerate learning for all students and eliminate the achievement gap.

PERFORMANCE OBJECTIVE 4.2: Ensure that all resource allocations (financial and personnel) support district alignment and campus goals.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 5: All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All schools will utilize District endorsed strategies for intervention activities funded through Targeted Assistance to ensure that all students are academically successful.	Student assessment data	Principal; Asst. Supt.	Targeted Assistance Funds	December 2011/April 2012	Teachers to work with students	Intervention plans/student assessment results
CIIC will annually review instructional budget and staffing plan. (DEIC)	CNA Results; areas of greatest student need	Principal	Local funding	May 2012	Proposed campus budget	CIIC Meeting Minutes
Implement year 2 of the District Program Evaluation Plan (2010-2015). (DEIC)	Student performance data	Director of Assessment & Eval.	Local	November 2011/June 2012	Data analysis, meeting time	Completed program evaluations
Implement year 1 of long-term plan to ensure that AP/Pre-AP student enrollment is representative of overall District student enrollment.	AP/Pre AP Program Evaluation	Asst. Supt.; Secondary principals	Local	September 2011/June 2012	Data analysis, meeting time	Course selections

DISTRICT GOAL 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.

PERFORMANCE OBJECTIVE 5.1: Implement program specific safety designs in 100% of all required areas.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
CIIC will conduct an annual review of building/campus safety.	Results of building review	Principal, Director of Facility Services	Local	November 2011	Safety item checklist	Completed safety review
Implement coordinated school health programs at each campus.	Student fitness assessment data	Principal, Health Coordinator	Local	August 2011/May 2012	Instructional materials	Lesson plans
Maintain upkeep of all District facilities. (DEIC)	Building assessment; safety inspections	Deputy Supt for Business and Support Services	Local	June 2011/June 2012	Inspection time; report preparation	Schedule of inspections; completed reports

DISTRICT GOAL 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty and staff.

PERFORMANCE OBJECTIVE 5.2: Implement programs with an emphasis on facilitating student relationships.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All secondary campuses will implement at least two District endorsed strategies to address suicide prevention.	Counselor referral	Counselor	Local	August 2011/June 2012	Professional development; counseling plan	Counseling logs; safe and healthy students
All campuses will implement District endorsed strategies to address conflict resolution.	Discipline data	Counselor	Local	August 2011/June 2012	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategy to address violence prevention.	Discipline data	Counselor	Local	August 2011/June 2012	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
All campuses will implement District endorsed strategies to focus on building relationships with students.	Campus climate survey results	Principal	Local	August 2011/June 2012	Lions Quest Materials; Sheriff Liaison Officers	Lessons taught/campus; Student discipline data;
Develop a District procedure to prevent (educate), investigate and resolve allegations of bullying and cyber-bullying (Superintendent's Target).	Student discipline records	Principal	Local	August 2011/June 2012	Forms, procedures, professional development	Student discipline data

DISTRICT GOAL 6: We will lead, develop, and implement a robust parent and community involvement program to successfully achieve the district mission and objectives.

PERFORMANCE OBJECTIVE 6.1: Provide opportunities for all parents to participate in activities as a partner in their child's educational process.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 1: By 2013-2014, all students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics. **NCLB GOAL 4:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics. **NCLB GOAL 5:** All students will graduate from high school.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
Teachers will conference with parents at least once each year to provide a variety of information, including: -what the school will do to help students meet performance standards; -what the parent can do to help the student's performance; -additional assistance available at the school (Title I, Improvement Stage 1)	Parent/Teacher Conference Records	Assistant Superintendents; Principal	Local	October 2011/June 2012	Meeting time; meeting space	Conference Logs
All schools will develop/implement one strategy to specifically address the results of the campus parent involvement survey.	2011 Parent Involvement Survey	Principal	Local	October 2011/June 2012	District survey; meeting time; plan to improve	2012 Parent Involvement Survey
All schools will develop/implement one strategy to improve communication between teachers, students and parents regarding students' academic progress.	2011 Parent Involvement Survey	Principal	Local	October 2011/June 2012	District survey; meeting time; plan to improve	2012 Parent Involvement Survey
All campuses receiving Title I assistance will implement strategies to provide parents individual student assessment results in a language the parent can understand (Title I Schoolwide requirement)	School correspondence	Principal	Title I	October 2011/June 2012	District survey; meeting time; plan to improve	2012 Parent Involvement Survey
All CIICs will administer the District parent involvement survey and adjust strategies based on survey results.	Review of current parent involvement acts.	Principal	Local	March 2012/May 2012	District survey; online resources	Survey results

DISTRICT GOAL 7: We will nurture, support, and develop collaborative leadership at all levels throughout the learning community.

PERFORMANCE OBJECTIVE 7.1: Ensure that staff will be a member of a professional learning community and will continue to improve and reflect on their practice.

SUPERINTENDENT: Dr. Greg Smith

NCLB GOAL 2: All students will be taught by highly qualified teachers.

STRATEGIES	NEEDS ASSESSMENT	STAFF/OTHER PERSONS RESPONSIBLE	FUNDING/ SOURCE	TIMELINE START/END	RESOURCES NEEDED: HUMAN MATERIAL, FISCAL	EVIDENCE OF MONITORING/ EVALUATION
All schools will ensure that all teaching staff are members of a Professional Learning Community.	Student performance results	Principal	Local, Title I, Title II	August 2011/June 2012	Professional learning materials	Agendas, work products
Campus/department administrators will employ a variety of strategies to support staff in the implementation/application of newly acquired professional knowledge.	Professional development matrix	Principal, Director	Local, Title I, Title II	August 2011/June 2012	Meeting space	Agendas, work products
Expand the use of the Common Learning Framework through ongoing professional development, support, and monitoring.	Lesson Plans	Executive Director of PD, Principal	Local, Title I, Title II	August 2011/June 2012	Professional learning materials	Agendas, work products
Through targeted, specific professional development, emphasize and expand concepts of student engagement and teacher as designer.	Executive Assessment	Executive Director of PD, Principals	Local, Title I, Title II	August 2011/June 2012	Conference materials; planning time	Lesson plans, team meeting minutes
Implement the CCISD Professional Development Plan.	Professional development survey results	Executive Director of Professional Development, Principal	Local, Title I, Title II	August 2011/June 2012	CCISD Professional Development Plan, Online Professional Learning Management System	Agendas, work products
The District will reserve at least 10% of its Title 1, Part A allocation for professional development for instructional staff across the district (excluding funds reserved for professional development under section 1119).	Addendum to Comprehensive Needs Assessment Process	Deputy Superintendent	Title I	September 2011	Meeting time; SIP team; support materials	Addendum to DIIP

Clear Creek I.S.D. Improvement Plan – Year 2011-2012
Comprehensive Needs Assessment of Student Performance

The basis for the annual Comprehensive Needs Assessment included a review of the performance or outcome data of each program area. The assessment included an analysis of the following items:

Data

Accelerated Reading Instruction Evaluation
Advanced Placement Test Results
AEIS Report
Budget Amendments
Budget Reports
Class Size Report
District Annual Discipline Report
Gun-Free Schools Report
Monthly Enrollment/Attendance Reports
Monthly Financial Statements
Overall PAS/DAS Risk Levels
Performance Report – Title II
PSAT Results
Public Education Information Management System (PEIMS)
Reading Proficiency Test in English Summary (ESL)
Safe and Drug Free Schools Annual Report
SAT and ACT Summary Report
SDAA Report, Grades 3-8
Stanford Achievement Test District Summary
Student Success Initiative: Summer Report
Summer School Data
TAKS Benchmark Testing, Grades 3,4,5,6,7,8,9,10,11,Exit
TAKS Demographic Performance Summary, Grades 3-11
TAKS Summary Report, Grades 3-11
Title I Pact C Migrant Performance Report delete – we do not participate could add Title II, Part A and D, Title III, Title IV and Title V cs Title I Performance Report

Planning

Campus Improvement Plans
District Assessment Plan
- District Financial Plan
- District Master Plan
- District Staff Development Plan
- District Staffing Plan
- District Technology Plan

G/T Comprehensive Plan
- Optional Extended Year Program Evaluation

Comprehensive Needs Assessment Process: Over a period of two months, March-May 2011, the District Education Improvement Committee (DEIC) examined a wide variety of student performance data, with an emphasis on the 2010 Academic Excellence Indicator System (AEIS). During this time period, members of the DEIC identified trends and concerns based on data. Finally, members of the DEIC prioritized strategies consistent with the District strategic plan to address concerns. These strategies are included in the 2011-2012 CCISD District Instructional Improvement Plan. The information that follows lists trends and concerns indentified by the DEIC.

The Clear Creek Independent School District was founded in 1948 and serves 38,250 students in grades PK through 12. Five years ago, 35,378 students were served by CCISD, which in an increase of 7.5%.

SECTION II, PAGE 1-3
The **student population** (2010 PEIMS submission) of CCISD was 8.2% African-American, 25.1% Hispanic, 53.7% White, and 9.8% Asian/Pacific Islander, with 25.4% of students qualifying as Economically Disadvantaged. 8.9% of students were served through special education and 10.1% were classified as Limited English Proficient. Five years ago, the **student population** (2006-07 AEIS) of CCISD was 8.9% African-American, 18.6% Hispanic, 62.3% White, and 9.8% Asian/Pacific Islander, with 18.2% of students qualifying as Economically Disadvantaged. 9.9% of students were served through special education and 9.8% were classified as Limited English Proficient.

The **teacher population** (2009-10 AEIS) of CCISD was 3.8% African-American, 86.9% White, 1.2% Asian/Pacific Islander, 8.0% Hispanic, 18.8% male and 81.2% female with an average of 11.0 years of experience. **Five years ago**, the **teacher population** (2005-06 AEIS) of CCISD was 2.9% African-American, 90.1% White, 0.9% Asian/Pacific Islander, 5.8% Hispanic, 17.9% male and 82.1% female with an average of 11.9 years of experience.

When you compare these data sets, what trends do you see? Do you see any areas of concern that need to be addressed?

Team	***Trends***	***Concerns***
Jerretta Temple ***Jennifer Beck*** ***Michelle Brooking***	• *Increase in entire population specifically Hispanic.* • *Decrease in Special Education*	• *Miss match between diversity of student population and diversity of teaching population*
Leigh Anne Meeks ***Kaitlen Heeren*** ***Yolanda Jones*** ***Liz Pauli*** ***Kathy Fairchild***	• *Average years of experience teachers stays relatively the same* • *Demographics of teachers does not reflect the demographic of students* • *Hispanic population continues to increase at a faster rate than other groups*	• *Rising Economically Disadvantaged groups could increase greatly as a result of the economic changes occurring in our specific region* • *Specifically NASA changes and how they affect our population*

Joseph Ruiz ***Lori Koonce*** ***Geraldine Yeary*** ***Melissa Williams*** ***Frances Weeks*** ***Debra Leal***	• *Increase in Education* • *Decrease in Special Education*	• *Cost of instruction/man-power for intervention* • *Lack of man power to meet all student needs and do RTI in classroom*
Ana Cantu ***Andi Zoller*** ***Erin Nance*** ***Leslie Schwanke***	• *Trends are Hispanic, LEP & Economically Disadvantaged have increased in student population* • *White, AA, SPED has dropped in student population. Asian population has maintained* • *Effort has been made to increase population of culturally diverse teachers*	• *If there aren't qualified teachers to fill in as teachers in diverse ethnicity, what can be done for them to have role models?* • *Does administration represent campus diversity?*
Maxine Guidry ***Coyleen Schmitt*** ***Suzanne Schaefer*** ***Scott Reynolds***	• *Increased diversity in teachers* • *Increased economically disadvantaged students*	• *Not enough minority teachers hired in district* • *Limited student outside/home resources*
Brett Lemley ***Debbie Phillips*** ***Geri Spratlyn*** ***Marlene Skibe***	• *Increase in Hispanic (+7%) and Economically Disadvantaged (+7%)* • *Decrease in White population*	• *Teacher population does not mirror the student population* • *Need to support Hispanic and Economic Disadvantaged students*
Annamary Given ***Todd Parson*** ***Alan Reding*** ***Charlie Armstrong***	• *Students qualifying as Economically Disadvantaged has increased 7% over the past 5 years* • *Hispanics have increased 7%* • *LEP(s) has stayed about the same*	• *Economically Disadvantaged students bring concerns beyond the classroom* • *Hispanics-scoring low* • *Need more PD in addressing the growth of Economically Disadvantaged and LEP(s) and its impact on us.* • *How to counteract these concerns/problems*

SECTION II, PAGE 7

CCISD served 2,696 (7.2%) students who in the **Bilingual/ESL Program;** there were 9,354 (25%) students served in the **Career and Technical Education Program;** there were 2,817 (7.5%) students served in the **Gifted and Talented** program; and 3,454 (9.2%) students served through the **special education program**. The exhibit below illustrates the percent differences between the five-year period of 2005-06 and 2009-10.

CCISD Special Program Percent Enrollment
2005-06 and 2009-10

Program	2005-06 Percent	2009-10 Percent	5-Year Change
Bilingual/ESL	5.8	7.2	+1.4
Career Technical Education	18.0	25.0	+7
Gifted/Talented	7.1	7.5	+0.4
Special Education	9.7	9.2	-0.5

When you compare these data sets, what trends do you see? Do you see any areas of concern that need to be addressed?

Teams	***Trends***	***Concerns***
Jerretta Temple ***Jennifer Beck*** ***Michelle Brooking***	• *Decrease in Special Ed population*	• *RTI-can we sustain the people who are providing the small group/ind. Interventions vs. Special Ed. Federal funding?*
Leigh Anne Meeks ***Kaitlen Heeren*** ***Yolanda Jones*** ***Liz Pauli*** ***Kathy Fairchild***	• *Career Technology Education percentage has a high percentage change. Bilingual/ESL; GT; and SPED remain relatively similar* • *Technical Education offers a large population opportunities they need and offers positive outcomes*	
Joseph Ruiz ***Lori Koonce*** ***Geraldine Yeary*** ***Melissa Williams*** ***Frances Weeks***	• *Increase in BIL/ESL* • *Increase in Career Tech Ed.* • *Increase in GT* • *Decrease in SPED*	• *Support for ESL instruction* • *Loss of funding for updated technology*

Debra Leal		
Ana Cantu ***Andi Zoller*** ***Erin Nance*** ***Leslie Schwanke***	• *Bilingual/ ESL population is continuing to increase.*	• *Are we not exiting out the LEP population fast enough?* • *Conditions are changing in LEP programs at each school*
Maxine Guidry ***Coyleen Schmitt*** ***Suzanne Schaefer*** ***Scott Reynolds***	• *Increase in Career Technical Education*	• *GT funding balance/allocated better when compared to SPED*
Brett Lemley ***Debbie Phillips*** ***Geri Spratlyn*** ***Marlene Skibe***	• *CATE increase 7%* • *Bilingual/ESL up slightly* • *SPED decrease slightly*	• *Need to support BIL/ESL population* • *Encourage more ESL certification*
Annamary Given ***Todd Parson*** ***Alan Reding*** ***Charlie Armstrong***	• *CATE increase 7%*	• *Need to update technology*

SECTION I, PAGE 11, 12

The **student attendance rate** for the 2008-09 school year was 95.8%; compared to the state average with 95.6%. (Student attendance rate always is reported one year behind the date of the AEIS report).

The **Student Completion Rate I** (graduates and continuers) was 97.2%; compared to the state with 89.2%.

28.4% of students completed an **advanced course**; of the students completing an advanced course the student demographics were as follows: African-American: 17.8% (2008-09: 16.4 %), White: 28.9%% (2008-09: 26.8%); Hispanic: 19.0% (2008-09: 16.8 %), Economically Disadvantaged: 14.4% (2008-09: 10.4%), Limited English Proficient: 10.8% (2008-09: 10.0%).

69.5% (2008-09: 77.5%) of students took a **college entrance examination**; of the students completing a college entrance exam the student demographics were as follows: African-American: 73.9% (Class of 2008: 78.5%), White: 70.4% (Class of 2008: 78.7%); Hispanic: 49.9% (Class of 2008: 56.6%).

The demographic information for students who demonstrated **College Readiness in both English Language Arts and Mathematics** was as follows: All Students: 63% (Class of 2008: 62%), African-American: 46% (Class of 2008: 41 %), White: 67% (Class of 2008: 66%); Hispanic: 48% (Class of 2008: 45 %), Economically Disadvantaged: 39% (Class of 2008: 25%), Limited English Proficient: 10% (Class of 2008: <1%).

When you compare these data sets, what trends do you see? Do you see any areas of concern that need to be addressed?

Teams	***Trends***	***Concerns***
Jerretta Temple ***Jennifer Beck*** ***Michelle Brooking***	• *Better than the state average* • *Increase in college readiness* • *U.S. decrease in amount of students taking entrance exams*	• *Maintaining funding for extracurricular* • *Job skill related programs e.g., CVEC* • *Higher education cuts*
Leigh Anne Meeks ***Kaitlen Heeren*** ***Yolanda Jones*** ***Liz Pauli*** ***Kathy Fairchild***	• *Advanced course participation has increased-good sign* • *The college entrance exam rates decreased, however the participation in Career Technical Education increased. Perhaps this participation is the reason for the college entrance exam rates decreasing*	• *Advanced course completion rates rose but the college entrance exam rates decreased*
Ana Cantu ***Andi Zoller*** ***Erin Nance*** ***Leslie Schwanke***	• *Completion rate compared to state is awesome* • *Increasing in advanced courses* • *Attaining that every year is quite an achievement* • *College readiness has increased*	• *College entrance exam has dropped for all populations*
Maxine Guidry ***Coyleen Schmitt*** ***Suzanne Schaefer*** ***Scott Reynolds***	• *Decrease in % in taking college exams*	• *Is this due to increased participation in vocational or fewer students believing they can go to college?*
Brett Lemley ***Debbie Phillips*** ***Geri Spratlin*** ***Marlene Skiba***	• *Completion rate significantly higher than the state* • *Increasing the % of students completing advance courses* • *College entrance exams dropped* • *Increase in college readiness for Economically Disadvantaged & LEP*	• *Fewer student taking college entrance exams*
Annamary Given ***Todd Parson*** ***Alan Reding*** ***Charlie Armstrong***	• *CCISD near or higher than state attendance rate* • *Completion rate* • *College entrance # has gone down as # of students completing advance courses has increased*	

The CCISD State Compensatory Program (SCE) consists of funding for direct instruction aimed at closing the achievement gap on state assessments, funding to support summer school programs, funding to support Clear Path Alternative School, and funding to support the Community in Schools (CIS) Program.

- Library Services funding is utilized in CCISD to integrate of technology and/or library services across the curriculum.
- Title III funding is utilized in CCISD to provide students identified as second language learners with materials and resources to develop language proficiency skills.
- Title IV funding is utilized in CCISD to implement preventative activities and programs to reduce the use of drugs and prevent violence.

Federal special education funding is utilized in CCISD to provide students identified with special needs diagnostic mathematics and reading assessments along with computer aided lessons focusing in upon areas of need, assistive technology for communication/instructional purposes, and access to the general education curriculum through either staff development and or distance learning equipment.

ADDENDUM TO THE COMPREHENSIVE NEEDS ASSESSMENT

Under the federal No Child Left Behind (NCLB) Act of 2001, a Title 1, Part-A funded school district must demonstrate “Adequate Yearly Progress” (AYP) in 29 areas. Of the 29 indicators, the Clear Creek Independent School District (CCISD) met 28. The area in which CCISD missed AYP is within the performance of special education students on the reading assessment. This was not because special education students did not pass the Texas Assessment of Knowledge and Skills (TAKS) test but because the District exceeded the federal cap on how many special education students can take an alternative or modified state assessment. Under NCLB, only 3% of the passing scores can result from students in special education taking an alternative or modified TAKS test. As a district of 38,500 students, the federal cap was exceeded by 1.9% in reading/English language arts. Because of this federal cap, student passing rates for special education reading assessment was reduced from 89% to 70%.

The DIIP was revised in consultation with parents, business, community, teachers, and school administrators.

The following data were reviewed:

Student performance results on the state assessment;
Professional development plans for teachers working with students receiving special education services.