

Killeen Independent School District

Clear Creek Elementary School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

School Profile & Demographics:

Clear Creek Elementary was dedicated as a Killeen Independent School District (KISD) school on August 19, 1990. In 1885, Clear Creek Elementary was known as Clear Creek School #100. In 1894, it became Clear Creek School #109. Clear Creek School was dissolved in March 1942 but was re-established in June 1947 after Camp Hood established its own independent school district. In 1953, Fort Hood ISD was dissolved and Clear Creek Elementary was again dissolved until 1990.

Now Clear Creek is a Title I campus with a majority of our students qualifying for free and reduced lunch (74%). As a Title I school, additional resources are provided to help us improve the educational program of the entire school. How we use those funds is outlined in our Campus Improvement Plan. Clear Creek Elementary is a Purple Star-designated elementary school located on Fort Cavazos in Killeen, Texas, and is projected to serve 806 students in grades PK3-5th grade during the 2024-2025 school year.

Students

Clear Creek currently serves the students living in Fort Hood's Kouma and Liberty Villages. Many military parents who live off base transfer their students to Clear Creek because they utilize the Fort Hood School Age Care facility located in Kouma Village. A few of the students at Clear Creek are children of civilian parents who work on Fort Hood and a small number of Clear Creek students are children of staff members. Many of our military families are young with one spouse in the Army and the other being a stay-at-home parent. It is not unusual for the military spouse to be the mother of the children that attend Clear Creek and, sometimes, both parents are active-duty military soldiers. For many, moving to Clear Creek's area is the new military family's first duty station and it is also the first time the family has been away from the support of extended family. Often, before the family has had an opportunity to settle into their new living quarters, the military spouse goes away for military training and then quickly returns only to leave for at least a 9-month military duty assignment somewhere in the world. Military resources are available to families; however, the school is the hub for the community.

Mobility Rate: 28.6%

Enrollment by Grade Level	
Early Education	20
Pre-Kindergarten	154
Kindergarten	105
1 st Grade	97
2 nd Grade	107
3 rd Grade	102
4 th Grade	113
5 th Grade	83

Enrollment by Race/Ethnicity		
2023 - 24	Race/Ethnicity	Percentage
	American Indian/Alaskan	.9%
Total # of students: 781	Asian	.8%
	Black/African American	25%
	Hispanic/Latino	33%
	White	27%
	Hawaiian	2.3%
	Two or More Races	12.3%

Enrollment by Special Populations	
Economically Disadvantaged	74%
Section 504	.06%
Emergent Bilingual	4.1%
Students with Dyslexia	5%
Foster Care	0%
Students w/ Disciplinary Placement	0%
Homeless Students	.26%
Immigrant Students	.38%
Title students	100%
Military Connected Students	92.5%
At-Risk Students	33%
ESL Students	3.6%
Gifted and Talented Education	4%
Special Education	23%

Goal 1.1 Pathways for ALL students to build connections.

Clubs and Organizations: Science Olympiad, Buddy Club, Art Club, Student Ambassadors, Soccer Club, Run Club, Garden Club

Community Connections: Cavalry Kiddie College, Freedom Walk, Hispanic Heritage Dress Days, Black History Month Dress Days, Career Day, College Wednesday, Meet the Teacher, ESL and Dyslexia Nights, Semester Awards, Book Fairs, Volunteer Training, 5th grade Celebration

Academic Family Events: STEAM Night, Open House, Literacy Night, Parent/Teacher Conferences, STAAR Family Meeting, Academic Awards (1st & 2nd Semester), Gifted and Talented Showcase;

Field Based Learning

School Wide Behavior Incentives and Campus Culture Routines : Classes earn Stetsons for an incentive; Student of the Month & Valedictorian (choose according to character traits); Social Contracts, Treatment Agreements, House Teams Incentives

Military Connections : MFLAC groups, Purple STAR Recognized, Adopt A Unit Volunteers, Student Ambassadors

Discipline: Students at Clear Creek are held accountable for the KISD student code of conduct. Campus Rules (hallways, playground, & cafeteria) are repeated daily on morning announcements in order to set students up for success in building lasting relationships and practicing self-control every day. Students are enticed to listen closely to announcements every day as they know that there is a good chance that they will be called on to take over announcements eventually. Beginning the last week in September students take over morning announcements to lead the pledges and campus rules. They do not know when their time will come.

House Teams: We use House Teams to address behavior among other things at Clear Creek. House Teams breaks the entire school into four teams. Teachers and students with in teams work together/motivate each other to earn points for their team throughout each semester. At the end of each semester we have a house challenge pep rally where all teams have the chance to earn more points for their teams through games. The semester winning team gets to have their spirit stick displayed in the front of the school. We use the house teams as a positive way to deter

tardiness, promote socially healthy relationships and good behavior. Students earn points for their teams by reporting to school on time, not leaving early, and other caught being good or pop up challenges. The adults serve as models as they are also a part of the teams and participate to earn points as well.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.

3 rd Grade STAAR ELAR					
	Year	District	Region	State	Campus
Approaches	2024	76%	73%	75%	89%
	2023	76%	75%	76%	83%
Meets	2024	47%	45%	49%	63%
	2023	40%	47%	50%	47%
Masters	2024	18%	17%	21%	14%
	2023	11%	16%	20%	14%

3 rd Grade Constructed Response			
	2023	0-	2024
	points	0-	points
Campus	43%		27%
District	46%		41%
Region	46%		43%
State	42%		39%

4 th Grade RLA STAAR					
	Year	District	Region	State	Campus
Approaches	2024	82%	80%	81%	92%
	2023	79%	77%	77%	88%
Meets	2024	45%	46%	51%	48%
	2023	44%	44%	48%	53%
Masters	2024	17%	18%	23%	14%
	2023	16%	17%	22%	19%

4 th Grade Constructed Response			
	2023	0-	2024
	points	0-	points
Campus	45%		35%
District	47%		34%
Region	50%		36%
State	46%		31%

5 th Grade RLA STAAR					
	Year	District	Region	State	Campus
Approaches	2024	78%	77%	78%	91%
	2023	81%	80%	81%	88%
Meets	2024	51%	50%	54%	61%
	2023	53%	53%	57%	55%
Masters	2024	24%	24%	29%	30%
	2023	22%	24%	28%	26%

5 th Grade Constructed Response			
	2023	0-	2024
	points	0-	0-points
Campus	27%		48%

5 th		
District	24%	50%
Region	27%	52%
State	25%	48%

Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.

3rd Grade Math STAAR					
	Year	District	Region	State	Campus
Approaches	2024	70%	68%	69%	83%
	2023	72%	71%	73%	77%
Meets	2024	41%	38%	41%	45%
	2023	40%	41%	45%	42%
Masters	2024	13%	13%	15%	14%
	2023	15%	16%	19%	17%

4th Grade Math STAAR					
	Year	District	Region	State	Campus
Approaches	2024	65%	64%	68%	74%
	2023	66%	66%	71%	69%
Meets	2024	39%	40%	45%	43%
	2023	40%	42%	48%	49%
Masters	2024	16%	17%	21%	21%
	2023	16%	17%	22%	10%

5th Grade Math STAAR					
	Year	District	Region	State	Campus
Approaches	2024	73%	73%	76%	90%
	2023	77%	79%	80%	87%
Meets	2024	45%	45%	49%	65%
	2023	45%	48%	51%	52%
Masters	2024	15%	15%	19%	31%
	2023	15%	18%	21%	21%

<i>Fall</i>	23 – 24 MAP Math			23 – 24 MAP Reading		23-24 MAP Science	
	Percentile	Approaches +		Percentile	Approaches +	Percentile	Approaches
K	60			55			
1st	48			47			
2nd	46	62		43	55		
3rd	58	82		58	83		
4th	57	67		51	75		
5th	56	81		56	77	60	73

<i>Winter</i>	23 – 24 MAP Math			23 – 24 MAP Reading		23-24 MAP Science	
	Percentile	Approaches +		Percentile	Approaches +	Percentile	Approaches
K	54			53			
1st	48			43			
2nd	45	61		46	65		
3rd	59	80		54	78		
4th	59	75		51	73		
5th	53	79		56	80	59	71

<i>Spring</i>	23 – 24 MAP Math			23 – 24 MAP Reading		23-24 MAP Science	
	Percentile	Approaches +		Percentile	Approaches +	Percentile	Approaches
K	54			49			
1st	48			43			
2nd	47	70		48	87		
3rd	58	83		57	94		
4th	58	77		50	80		
5th	54	82		58	90	66	74

MAP Projected Growth Math			MAP Projected Growth Reading		
	Projected Growth	Observed Growth		Projected Growth	Observed Growth
K	17 pts	17pts	K	16 pts	15 pts
1st	16 pts	17 pts	1	15 pts	14 pts
2nd	14 pts	16 pts	2nd	13 pts	16 pts

Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.

Before and after school: We offer extra tutoring sessions and supplemental instruction outside regular school hours to further assist and address students needs.

Tutoring and Supplemental Instruction In-School Intervention Built into the Master Schedule: We provide additional tutoring sessions and supplemental instruction to help students catch up and master grade-level content. We also utilize a full intervention swoop teams to expand support, 45 minutes of the school day is designated for grades Kinder-5 for RtI processes. During this intervention or WIN time hour, struggling students may be grouped to work with their teacher, a different teacher from the grade level or with the Campus ELAR/Math Interventionist/Coach, At-Risk Interventionist, or an instructional intervention aide. Intervention aides are instructional assistants trained and supervised by the ELAR/math interventionist and/or Campus Instructional Coach or Campus Instructional Specialists in how to differentiate instruction to meet the needs of struggling students.

Boot Camp: Right before STAAR, third through fifth grade students participate in a STAAR Boot Camp designed by the CIS, Interventionists and grade level teachers. Students get one last, intense review with difficult to learn TEKS and/or skills they have been struggling with learning and applying.

Response to Intervention (RtI) Process Universal Screeners and Benchmark Assessments: We use universal screeners and benchmark assessments (assessments may include MAP, Circle Progress Monitoring, and STAAR/Interim results) to identify students at risk of falling behind. We hold regular RTI meetings to assess student performance, particularly for at-risk students. The meetings include teachers, counselors, and administrators to discuss academic standing and recommend necessary interventions. Boot Camp:

Campus Career Day & College Wednesday: We host a campus career day where we bring people from various types of jobs and professions to campus (we ensure there are always various military jobs highlighted). Each person gets to tell students a little about what they do and what it takes for students to be able to do what they are doing one day. We also promote going to college by having college day Wednesday. Staff students where college shirts on Wednesdays and staff are able to promote and talk about the college they went to when asked by students.

At-Risk Students: We monitor and track all students who are flagged as at-risk on our campus. Progress and accommodations are documented and implemented by all teachers who work with the student. Administration explicitly checks all documentation and progress every 9 weeks to ensure students are on track with academics and social emotional health.

Student Success Strengths

Goal 1.1 Pathways for ALL students to build connections.

Clear Creek offers many parent and family engagement events.

Clear Creek has multiple clubs for students to get involved in to include a Buddy Club.

We choose student ambassadors every 9 weeks. These students are allowed to be door greeters in the mornings on their grade level week.

Goal 1.2 All students will meet or exceed the Texas grade-level standards in reading and writing.

2nd grade students met projected growth goals in reading on MAP Assessments

Clear Creek's RLA STAAR scores are above that of the district, state and region on all levels.

3rd Grade RLA STAAR scores show show growth at Approaches and Meets from previous year.

3rd grade Masters did not increase but stayed the same as previous year.

4th Grade RLA STAAR scores show growth at approaches compared to previous year.

5th Grade RLA STAAR scores show growth at approaches, meets, and masters levels compared to previous year.

3rd and 4th Grade showed show growth in scores for constructed responses compared to previous year.

2nd - 5th grade students show a majority of students at least 60% on track to hit approaches or above on STAAR on all 3 MAP Reading assessments.

Goal 1.3 All students will meet or exceed the Texas grade-level standards in mathematics.

K - 2nd grade students met projected growth goals on MAP Math Assessments for the year.

3rd - 5th Math STAAR scores are above that of the district, state and region on all levels except 4th grade meets and 3rd grade masters.

The majority of 3rd - 5th Math STAAR scores show growth from the previous year.

2nd - 5th grade students show a majority of students at least 60% on track to hit approaches or above on STAAR on all 3 MAP Math assessments.

Goal 1.4 All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce.

Master Schedule: Uninterrupted instructional blocks and include intervention and enrichment.

Problem Statements Identifying Student Success Needs

Problem Statement 1: STAAR scores for 2023-24 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale. **Root Cause:** Lack of focus on enrichment groups during intervention times.

Problem Statement 2: STAAR scores for the 2023-24 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 3: The percentage of students scoring 0 on STAAR Constructed response in 5th grade increased from 27% in 22-23 to 48% in 23-24. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Problem Statement 4: The percentage of students scoring 0 on STAAR Constructed responses in 3rd grade decreased; however, 3rd is still at 27% scoring 0. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Problem Statement 5: The percentage of students scoring 0 on STAAR Constructed response in 4th grade decreased; however, 4th grade is still is at 35% scoring 0. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Root Cause: Clear Creek has a high mobility rate due to the military. Student curriculum varies from state to state and so many of our students have learning gaps.

Problem Statement 7: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 35% to 34%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels. We did not have our Science Lab last year. Also, classes were well over ratio for a large portion of the year.

Problem Statement 8: Students continue to demonstrate a need for basic instruction and interventions. **Root Cause:** Many of our students experience learning gaps due to military mobility. Others due to social emotional struggles that lead to behaviors that hinder learning.

Problem Statement 9: Consistent early check outs contribute to reading comprehension, mathematical reasoning, and problem-solving difficulties. **Root Cause:** While student attendance has increased, we continue to have issues with consistent early check outs.

Problem Statement 10: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** We will have about 6 teachers on a DOI waiver this year.

Problem Statement 11: Students in kinder and 1st grade did not meet projected growth as measured by MAP Reading Assessment at end of the year. **Root Cause:** Lack of focus on differentiation during Tier 1 instruction and changes to staff and classes in mid-year. Classes were over ratio for large portion of the year.

Problem Statement 12: There continues to be a large number of students needing Response to Intervention to address learning gaps and social-emotional/behavioral needs. **Root Cause:** Many of our students experience learning gaps due to military mobility. Others due to social emotional struggles that lead to behaviors that hinder learning.

Problem Statement 13: The high number of tardies and early student pick-ups limit the amount of time that some students are able to receive high quality instruction and participate in interventions designed to address learning gaps. **Root Cause:** lack of procedures and policies designed to address early pick ups.

Problem Statement 14: Learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** 70% of Clear Creek's student population is economically disadvantaged, and 35% of our students are at-risk. The changing economy and workforce have impacted some of our families. Teachers need assistance (professional development, resources, time) to deliver effective Tier 1 instruction that includes social/emotional learning.

Human Capital

Human Capital Summary

Staff Demographics

Teachers by Gender: Males: 11 %; Females: 89%

Teachers by years of Experience	
Years	Percentage
beginning	14.6%
1 – 5	24.1%
6 – 10	30.5%
11 – 20	16.4%
21 – 30	10.1%
Over 30 years	4.3%

TIA Recognized Teachers: 10; TIA Exemplary Teachers: 3

Teachers by years of Ethnicity	
African American	28.3%
Hispanic	25.9%
White	40.1%
American Indian	0%
Asian	4.3%
Pacific Islander	0%
Two or more races	1.3%

Goal 2.1 To recruit and retain staff, the District will promote a positive work environment, and provide a competitive compensation and benefits plan.

Clear Creek is dedicated to recruiting and retaining high-quality teachers and instructional assistants. Our staff members are celebrated throughout the school year and receive intentional, specific, and targeted coaching feedback to ensure rigorous instructional delivery for every student. This supportive environment contributes to our high teacher retention rates. Clear Creek staff tend to remain at Clear Creek. It is not unusual to have to replace 2 or 3 teachers per school year. The teachers that leave are often military spouses themselves and leave when their military spouse is reassigned. In an effort to keep up moral and allow staff know they are

valued and appreciated we do Employee of the Month, shout out staff in the Newsletter at times or on the announcements, Staff Christmas party, teacher appreciation, and other themed treat days or fun pop up activities for staff. Hospitality Committee organizes monthly potlucks, campus staff outings, and monthly Random Acts of Kindness.

The staff culture at Clear Creek is one of being a big family. Visitors may see staff working together, laughing together and in deep conversation about instructional improvement to the benefit of our students. Our instructional mission is "Teachers plan TOGETHER expertly and deliberately to teach every day so that students learn to their maximum potential -NO EXCUSES! "New staff members are quickly welcomed to Clear Creek and indoctrinated with the campus' instructional mission. New teachers are assigned mentors who work with the new teacher to ensure a smooth acclimation to the campus culture, to the students, parents and our work. New teachers have a mentor for their entire first year of work. They may have a mentor in their second year or an assigned "buddy" who the new teacher knows is available to help with concerns that may not have arisen or been addressed in the first year. Many of our new teachers have laughingly complained of feeling "smothered" by their mentors - mentors are always ready to help! We do not want any of our new staff members to feel unsupported or unwanted. KISD substitute teachers who work at Clear Creek often compliment the staff and students to office staff and school administrators on student behavior and on the staff's willingness to help. Substitutes work across the district in many different grade levels and in doing so, they experience many different campus cultures. Substitutes often say Clear Creek students are the best behaved students in the district. They also say Clear Creek staff is always so helpful and ready to support them in any way they can.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Leadership attends job fairs to recruit talented teachers and staff.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

At Clear Creek we are proponents of growing your own. Student teachers at Clear Creek often return as they are hired on as teachers. Clear Creek aides often grow into teaching positions at Clear Creek. Currently 25% of Clear Creek's teachers were Clear Creek aides. Additionally, 75% of Clear Creek's leadership staff were Clear Creek teachers.

Campus leadership proactively reviews grade-level performance and data to ensure the formation of high-quality teams focused on advancing student achievement. Assistant Principals and Campus interventionists/coaches regularly meet with instructional assistants, providing training and tools essential for supporting student success.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

All staff will have formal and informal opportunities to give and receive job satisfaction and performance feedback. Performance appraisals will be conducted, and staff will receive continuous feedback from coaching and walkthroughs. All staff will have the opportunity to complete a survey so that campus leadership continues to strive to foster a culture of high expectations and support to all. All staff receive annual evaluations. Teachers continue to be appraised using the TTESS evaluation system.

Human Capital Strengths

Human Capital Strengths

- Clear Creek has a high teacher and staff retention rate with a positive work environment.
- The high rate of retention of staff allows for continued momentum with campus instructional practices, routines, and staff growth.
- Over 60% of teaching staff have 6 or more years of teaching experience.
- Clear Creek is a diverse campus. The diversity of our staff mirrors the diversity of our student body.
- Support is abundant: Mentor teachers, campus instructional specialist, interventionists and coaches support all teachers and aides.

- Instructional assistants, students teachers and long-term substitutes are supported in their growth and professional development and many become teachers on campus.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Teachers struggle with lesson planning that provided students with rigor needed to meet grade level standards.

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

Problem Statement 3: There is a need for training/refresher on Response to Intervention or MTSS process. **Root Cause:** Many teachers on campus are new to teaching.

Problem Statement 4: All teachers, but particularly those on DOI waivers and those with less than 5 years experience will need additional support and opportunities for professional growth. **Root Cause:** Campus will have 6 DOI waiver teachers this year.

Problem Statement 5: DOI Waiver teachers have had little experience planning/internalizing lessons. **Root Cause:** Due to the teacher shortage in Texas, waiver teachers with little experience are being hired across the state.

Problem Statement 6: Our goal is to attract and retain high-quality employees who meet our students' academic and emotional needs **Root Cause:** As teacher retention becomes more complex, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1 The District will use data driven planning to prioritize resource allocations.

- 100% of purchases will be aligned with the Campus Improvement Plan.
- Campus leadership collaborates with stakeholders through the Site-Based Decision Making committee, ensuring that resources are in alignment with campus and district goals.
- SBDM progress monitors the use and effectiveness of resources that are located in the campus improvement plan. Prioritize budget allocations based on data-driven insights, directing resources to areas with the greatest impact on student achievement.
- Foster collaboration between school leadership, teachers, and district administrators to ensure alignment of resource allocation decisions with district goals

Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.

- Conduct monthly financial reviews with the principal and secretary to monitor spending efficiency.
- Hold SBDM meetings to discuss budget plans, gather stakeholder input, and address concerns.
- Provide financial updates to staff and campus educational improvement committees, detailing purchases and rationale to meet student or campus needs.
- Include a finance update, with purchase rationale, in campus educational improvement committee agendas. (SBDM)

Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

- Ensure required staff attend training sessions on district fiscal policies and decision-making processes.
- Regularly communicate policy changes and updates through newsletters and staff meetings.
- Develop programs to recognize and reward staff and students who contribute positively to school culture and climate.
- Emphasize the importance of policy compliance and its impact on school culture through staff training sessions.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

- Provide workshops for required staff on best practices in resource management, including budgeting and procurement.
- Ensure all staff know district procedures and policies related to resource use and financial management. Implement systems to monitor resource use and financial expenditures for alignment with district goals.
- Regularly update staff on campus financial status and any changes in procedures or policies through SBDM.

Financial Stewardship Strengths

Financial Stewardship Strengths:

- Campus leadership conducts weekly leadership meetings to coordinate resources to best meet the needs of students, parents, and staff.
- Administrators and the campus secretary collaborate and meet regularly to ensure the campus budget is maximized to address student and staff needs.
- Processes and procedures for ordering resources and materials are utilized consistently.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: As a campus we will implement and monitor Capturing Kid's Hearts in every classroom in order to support the social/emotional well-being of the students. This training will foster relationship building and empower all students to take ownership of their behavior. All grade levels will develop and utilize a Social Contract for their respective PLCs.

Progress Measure (Lead): *Campus-wide PD

*Greeting students at the door daily

* Building and continuously referring to Social Contracts

* Asking the four questions when students are off task

* Utilizing the hand gestures (T, Check, Foul)

Outcome Measure (Lag): Student referrals will decrease by 10% from the previous year.

Dates/Timeframes: 2024-2025 School Year

Staff Responsible for Monitoring: Counselors, Administration, Teachers

Collaborating Departments: KISD Student Success Department

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments,

Lever 5: Effective Instruction

Problem Statements: Student Success 8, 14

Key Strategic Action 2 Details

Key Strategic Action 2: Students will have the chance to engage socially with their peers through after school clubs, fostering friendships, confidence, and communication skills while enhancing their academic abilities. Clubs will include, but are not limited to, Science Olympiad, Art Club, Soccer Club, Leadership Club, Spanish Club, Writers Club, Run Club, Buddy Club, and UIL

Progress Measure (Lead): Student Surveys

Outcome Measure (Lag): Students will enhance their social skills and broaden their knowledge in areas that contribute to a more well-rounded education, leading to a decrease in negative behavior and an increase in positive interactions.

Dates/Timeframes: End of 24-25 School Year

Staff Responsible for Monitoring: Admin, Teachers, Counselors

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 14

Key Strategic Action 3 Details

Key Strategic Action 3: The campus will implement Stetson and House Team incentives. To earn stetsons for rewards and house team points for rewards students encourage each other to follow school rules, come to school on time and every day/all day, do good deeds around campus, display good behavior (no referrals). Points from each earn the students and their team tangible or other incentives such good behavior dance, attendance, etc.

Progress Measure (Lead): Stetson tracking board

House Teams board

Outcome Measure (Lag): By the end of the 2025 School Year, referrals will show a decrease of 10% and attendance will increase to 98%

Dates/Timeframes: 2024 - 2025 school year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC, teachers, staff

Problem Statements: Student Success 13

Funding Sources: incentives for positive behavior - 211 - ESEA, Title I Part A - 211.11.6498.00.123.30.000 - \$2,000, incentives for positive behaviors to include attendance - 166 - State Comp Ed - 166.11.6498.00.123.30.AR0 - \$5,000

Key Strategic Action 4 Details

Key Strategic Action 4: Students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real-world experiences. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

Progress Measure (Lead): Field Trip Destination
Trip Finder

Outcome Measure (Lag): Each grade level will participate in an experience by the end of April

Dates/Timeframes: 2024 - 2025

Staff Responsible for Monitoring: CIS and CIC

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 1, 2, 6, 7

Funding Sources: Transportation for field based learning - 166 - State Comp Ed - 166.11.6494.00.123.30.AR0 - \$3,000, Entry fees for approved field based learning - 166 - State Comp Ed - 166.11.6412.00.123.30.AR0 - \$3,716

Goal 1 Problem Statements:

Student Success

Problem Statement 1: STAAR scores for 2023-24 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale. **Root Cause:** Lack of focus on enrichment groups during intervention times.

Problem Statement 2: STAAR scores for the 2023-24 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Clear Creek has a high mobility rate due to the military. Student curriculum varies from state to state and so many of our students have learning gaps.

Problem Statement 7: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 35% to 34%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels. We did not have our Science Lab last year. Also, classes were well over ratio for a large portion of the year.

Problem Statement 8: Students continue to demonstrate a need for basic instruction and interventions. **Root Cause:** Many of our students experience learning gaps due to military mobility. Others due to social emotional struggles that lead to behaviors that hinder learning.

Problem Statement 13: The high number of tardies and early student pick-ups limit the amount of time that some students are able to receive high quality instruction and participate in interventions designed to address learning gaps. **Root Cause:** lack of procedures and policies designed to address early pick ups.

Problem Statement 14: Learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** 70% of Clear Creek's student population is economically disadvantaged, and 35% of our students are at-risk. The changing economy and workforce have impacted some of our families. Teachers need assistance (professional development, resources, time) to deliver effective Tier 1 instruction that includes social/emotional learning.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Teaching staff will collaborate in their grade levels on Wednesday's grade level planning, during PLCs, half day grade level planning each quarter, and on district planning days, utilizing district-developed Pacing Calendars, GRR, Benchmark, Progress Checks, SAVVAS MyView, and RLA STAAR-released tests to deliberately plan student lessons that ensure students learn all grade level Reading/Writing TEKS at the necessary rigor.

Progress Measure (Lead): Progress Checks

Quick Checks

Benchmarks

Eduphoria

Outcome Measure (Lag): Student Achievement will increase

Dates/Timeframes: 2024 - 2025 School Year

Staff Responsible for Monitoring: Teachers, Admin, CIS, CIC, Campus funded Coach/Interventionist; At-Risk Interventionist

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 1, 2, 3, 4, 5, 7 - Human Capital 2

Funding Sources: Substitute Teachers for the half day planning - 211 - ESEA, Title I Part A - 211.11.6112.00.123.30.000 - \$3,800

Key Strategic Action 2 Details

Key Strategic Action 2: Teachers will focus on Internalizing lesson in SAVVAS MyView and Benchmark Phonics study to increase student achievement in reading comprehension, vocabulary, fluency, phonemic awareness and phonics. During instruction teachers will utilize a combination of instruction in reading, writing, speaking and listening through whole group, small group, 1:1 instruction and enrichment groups.

Progress Measure (Lead: SAVVAS MyView

Benchmark Phonics

Eduphoria

Outcome Measure (Lag): Increased student achievement in ELAR as measured by Progress Checks, CIRCLE, MAP, STAAR, TELPAS, class performance

Dates/Timeframes: 2024 - 2025 School Year

Staff Responsible for Monitoring: teachers, admin, CIS, CIC, Campus Coaches

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 8, 11

Funding Sources: Instructional supplies and resources for enrichment of reading, writing, speaking and listening skills (higher order thinking) for GT and higher achieving students - 177 - Gifted/Talented - 177.11.6399.00.123.21.000 - \$3,000, Instructional resources for EB students targeting improvement in reading, writing, speaking and listening skills - 165/ES0 - ELL - 165.11.6399.00.123.25.ES0 - \$1,000, Instructional resources to support systematic review and spirals of reading, writing, listening, and speaking - 211 - ESEA, Title I Part A - 211.11.6399.00.123.30.000 - \$10,000

Key Strategic Action 3 Details

Key Strategic Action 3: Monitor and coach teaching staff as they implement standards-based, aligned ELAR instruction through the Gradual Release of Responsibility instructional model, planning for instruction. The CIS and CIC in conjunction with other campus leadership, through review of lesson plans, walk-throughs, GBF Coaching Walks, through PLC discussion and lesson modeling will ensure all teachers are effectively using our Empowering Writers Training and MyView lesson plans to teach reading and writing curriculum.

Progress Measure (Lead: Walkthroughs

Coaching Walks

Empowering Writers Training

Lesson Plans

Outcome Measure (Lag): Increased student achievement in ELAR content as measured by grade level created assessments, MAP, and STAAR.

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principals, APs, CIS, CIC

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 1, 2, 3, 4, 5

Funding Sources: Dual Laptop/tablets for to use for coaching walks and instructional collaboration: They will be used to record video/audio/written data for authentic coaching discussions and feedback with teachers and at PLCs to improve teacher instructional clarity and efficacy, which will in turn improve student achievement - 211 - ESEA, Title I Part A - 211.13.6398.00.123.30.000 - \$6,424

Key Strategic Action 4 Details

Key Strategic Action 4: Special Education and general education staff, as collaborative-teaching partners, will have time to plan together to ensure the achievement gap between general education and special education students continues to close. (SPED team will also have a common PLC time)

Outcome Measure (Lag): Improved academic performance of special education students as well as general education students in core content areas.

Dates/Timeframes: 2024 - 25 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, Campus Special Programs Facilitator, GLLs

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 14 - Human Capital 2

Key Strategic Action 5 Details

Key Strategic Action 5: The i-Station digital platform will be utilized to provide students with an individualized learning path to enhance their reading skills, track their progress, and provide teachers with formative assessments to guide their instruction.

Progress Measure (Lead): iStation Reports

Outcome Measure (Lag): By the end of the 2025 school year, there will be a 10% increase in students scoring at or above meets on the EOY MAP Reading assessment.

Dates/Timeframes: 2024 - 2025 School Year

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

Goal 2 Problem Statements:

Student Success

Problem Statement 1: STAAR scores for 2023-24 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale. **Root Cause:** Lack of focus on enrichment groups during intervention times.

Problem Statement 2: STAAR scores for the 2023-24 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 3: The percentage of students scoring 0 on STAAR Constructed response in 5th grade increased from 27% in 22-23 to 48% in 23-24. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Problem Statement 4: The percentage of students scoring 0 on STAAR Constructed responses in 3rd grade decreased; however, 3rd is still at 27% scoring 0. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Problem Statement 5: The percentage of students scoring 0 on STAAR Constructed response in 4th grade decreased; however, 4th grade is still is at 35% scoring 0. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Student Success

Problem Statement 7: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 35% to 34%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels. We did not have our Science Lab last year. Also, classes were well over ratio for a large portion of the year.

Problem Statement 8: Students continue to demonstrate a need for basic instruction and interventions. **Root Cause:** Many of our students experience learning gaps due to military mobility. Others due to social emotional struggles that lead to behaviors that hinder learning.

Problem Statement 11: Students in kinder and 1st grade did not meet projected growth as measured by MAP Reading Assessment at end of the year. **Root Cause:** Lack of focus on differentiation during Tier 1 instruction and changes to staff and classes in mid-year. Classes were over ratio for large portion of the year.

Problem Statement 14: Learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** 70% of Clear Creek's student population is economically disadvantaged, and 35% of our students are at-risk. The changing economy and workforce have impacted some of our families. Teachers need assistance (professional development, resources, time) to deliver effective Tier 1 instruction that includes social/emotional learning.

Human Capital

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: The CIS in conjunction with the CIC and campus interventionist/coach, through review of lesson plans, walk-throughs and through PLC discussion will ensure all teachers are effectively using math resources. Both the CIS and Interventionist will use the data to develop teaching points for supporting teachers in using best practices when teaching math. They will discuss the teaching point in a pre-conference, then model the expected lesson followed by a post-conference if needed.

Progress Measure (Lead): MAP

STAAR

Progress Checks

Outcome Measure (Lag): Increase teacher efficacy in using campus resources when planning and teaching math curriculum. Increased student achievement in Math Standards as measured by Quick Checks, progress checks, MAP, STAAR, teacher created assessments, class performance.

Dates/Timeframes: 2024 - 25 School Year

Staff Responsible for Monitoring: Principal, APs, CIS, Campus Interventionist

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Key Strategic Action 2 Details

Key Strategic Action 2: During math WIN (intervention) time, students will learn to make and use a 120s chart, a multiplication chart and other tools such as a KFC (What do I know? What do I need to find? Special considerations? cartoon?) chart - as problem-solving strategies. 3rd, 4th and 5th grade will use guided math on a consistent basis during the math block.

Progress Measure (Lead: Progress Checks
STAARData

Outcome Measure (Lag): Increase student ability to independently incorporate charts for math problem solving; increased student achievement as measured by Progress Checks, teacher created assessments, STAAR, and teacher feedback.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, APs, CIS, Math Interventionist

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 12, 14 - Human Capital 1

Key Strategic Action 3 Details

Key Strategic Action 3: The ST math program will be used in grades K-5 to support critical thinking and problem solving skills.

Progress Measure (Lead: -ST Math Reports

Outcome Measure (Lag): Increased achievement and enhanced critical thinking skills.
By the end of the 2025 school year, 70% of students will complete their ST math pathway

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, AP, CIS, CIC

Problem Statements: Student Success 8

Key Strategic Action 4 Details

Key Strategic Action 4: Teachers will analyze data from math unit assessments in order to identify students' strengths and deficiencies and allow teachers to design intervention that best meets students needs. This analysis would also be used to identify students who would benefit from after-school tutoring.

Progress Measure (Lead: Progress Checks
Quick Checks

Outcome Measure (Lag): Number of students in after school tutoring that pass the Math STAAR test, and the percentage of students that made a years growth will increase.

Dates/Timeframes: 2024 -25

Staff Responsible for Monitoring: Principal, Assistant Principal, CIS, & Teachers

Problem Statements: Student Success 6, 8

Key Strategic Action 5 Details

Key Strategic Action 5: During grade level PLCs, Wednesday's grade level planning, on district planning days, during half day planning each quarter teachers will focus on developing math lesson plans using district approved resources, such as SAVVAS Envision Math and district pacing calendars. They will plan through the lens of the GRR model and in teaching mathematical concepts concretely, pictorially, and abstractly in whole group, small group and 1:1.

Progress Measure (Lead): SAVVAS progress checks, Benchmarks, CIRCLE, MAP, STAAR, teacher created assessments, District Pacing Calendars, Master schedule

Outcome Measure (Lag): Increase student achievement in math as measured by Benchmarks, progress check, CIRCLE, MAP, STAAR, teacher created assessments and class performance

Dates/Timeframes: 2024 - 25

Staff Responsible for Monitoring: Principal, APs, CIS, Interventionists

Problem Statements: Student Success 10 - Human Capital 2

Key Strategic Action 6 Details

Key Strategic Action 6: The SAVVAS Math Curriculum will be implemented with fidelity using the district pacing guide. Spiral practice will also be provided daily during the daily 80 minute math instruction block.

Progress Measure (Lead): -SAVVAS Progress checks and quick checks
-Master Schedule

Outcome Measure (Lag): By the end of the 2025 school year, 60% of students will score at meets or above on the EOY MAP.

By the end of 2025 school year, 3rd and 4th grade students will score at least 55% Meets and 5th grade students will increase to at least 65% at meets on STAAR.

Dates/Timeframes: 2024 - 2025 school year

Problem Statements: Student Success 1, 2

Funding Sources: SAVVAS Math Consumables - 211 - ESEA, Title I Part A - 211.11.6399.00.123.30.000 - \$11,000

Goal 3 Problem Statements:

Student Success

Problem Statement 1: STAAR scores for 2023-24 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale. **Root Cause:** Lack of focus on enrichment groups during intervention times.

Problem Statement 2: STAAR scores for the 2023-24 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps.

Root Cause: Clear Creek has a high mobility rate due to the military. Student curriculum varies from state to state and so many of our students have learning gaps.

Problem Statement 8: Students continue to demonstrate a need for basic instruction and interventions. **Root Cause:** Many of our students experience learning gaps due to military mobility. Others due to social emotional struggles that lead to behaviors that hinder learning.

Problem Statement 10: All teachers, but particularly those on a certification waiver or with less than 5 years teaching experience, will need additional support and opportunities for professional growth. **Root Cause:** We will have about 6 teachers on a DOI waiver this year.

Student Success

Problem Statement 12: There continues to be a large number of students needing Response to Intervention to address learning gaps and social-emotional/behavioral needs. **Root Cause:** Many of our students experience learning gaps due to military mobility. Others due to social emotional struggles that lead to behaviors that hinder learning.

Problem Statement 14: Learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** 70% of Clear Creek's student population is economically disadvantaged, and 35% of our students are at-risk. The changing economy and workforce have impacted some of our families. Teachers need assistance (professional development, resources, time) to deliver effective Tier 1 instruction that includes social/emotional learning.

Human Capital

Problem Statement 1: Teachers struggle with lesson planning that provided students with rigor needed to meet grade level standards.

Problem Statement 2: Teachers struggle to find time to work together as a grade level to collaborate and to develop lessons through the lens of the Gradual Release of Responsibility lesson model.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: An interventionist, an at-risk interventionist, 5 intervention aides and 2 tutors will work with students at risk of failure during school intervention time and after school, if needed. During the day an intervention time will be provided; teachers, interventionists, aides and tutors will form swoop teams to provide intervention and HB1416 services in both reading and math instruction.

Progress Measure (Lead: MAP

STAAR

Progress Checks

Benchmark Assessments

Outcome Measure (Lag): Increased student achievement in Math and Reading Standards as measured by Benchmarks, Progress Checks, MAP, STAAR, grade level/teacher created assessments, and class performance.

Dates/Timeframes: 2024-25 school year

Staff Responsible for Monitoring: Principal, APs, CIS, Interventionists

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: Salary for 2 intervention aides - 211 - ESEA, Title I Part A - 211.11.6129.00.123.30.000 - \$52,000, Salary for Campus Interventionist & Coach - 211 - ESEA, Title I Part A - 211.11.6119.00.123.30.000 - \$78,680, Salary for 2 instructional aides - 166 - State Comp Ed - 166.11.6129.00.123.30.AR0 - \$52,164, Salary for 2 part time tutors - 166 - State Comp Ed - 166.11.6125.CA.123.30.AR0 - \$20,000

Key Strategic Action 2 Details

Key Strategic Action 2: Clear Creek's Parent Liaison will participate with campus staff to coordinate regular parent engagement activities to establish and promote parent involvement in school processes. The Parent Liaison will also host our Kiddie College at least once a week.

Some Family Nights scheduled for this year include:

Book Fair Night

Open House

Safety Night

Literacy Night

STEAM Night

Make it and Take it Night

Progress Measure (Lead): parent involvement rate

Assessments showing increased achievement

Outcome Measure (Lag): -Increased parent involvement. Parents feeling supported in getting siblings that are not yet school age prepared to go to school.

-Increased student achievement.

Dates/Timeframes: 2024 - 25 school year

Staff Responsible for Monitoring: Administrators, Parent Liaison, CIS, Interventionists

Problem Statements: Student Success 2

Funding Sources: Salary for full-time Parent Liaison - 211 - ESEA, Title I Part A - 211.11.6129.00.123.30.000 - \$30,296, Funding for parenting supplies, paper, ink for advertisements, flyers, invitations - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.123.24.PAR - \$200, Funding for light snack and/or drink during parent meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.123.24.PAR - \$2,500, Parent Liaison Training & picking up items for parent nights - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6411.00.123.24.PAR - \$204

Key Strategic Action 3 Details

Key Strategic Action 3: Implement Texas Performance Standards Project (TPSP) with GT-identified students. Ensure students and staff have necessary materials available for production of projects and enrichment for GT students.

Staff Responsible for Monitoring: Principal, APs, CIS (GT Coordinators), Counselors, Cluster teachers

Problem Statements: Student Success 1

Funding Sources: Instructional supplies, materials and resources for enrichment of GT students and support them in doing research for the TPSP projects - 177 - Gifted/Talented - 177.11.6399.00.123.21.000 - \$2,500, rigorous high interest reading materials to support GT projects and enrichment for higher achieving students - 177 - Gifted/Talented - 177.11.6329.00.123.21.000 - \$829, Awards and trophy's - 177 - Gifted/Talented - 177.11.6498.00.123.21.000 - \$500

Key Strategic Action 4 Details

Key Strategic Action 4: Provide for the needs of ESL students through an effective ESL campus-based program through supplemental curricula, instructional materials, educational software to include assessment resources for ESL students to increase academic achievement of English learners. ESL teachers will support EB students in both "push-in" and "pull-out" instructional settings in all core subjects. EB teachers will attend Professional Development to learn strategies to assist with vocabulary development. Summit K-12 will be used to provide students will additional support with reading, writing, listening, and speaking.

The ESL teacher will also provide classroom teachers with student progress reports as well as ideas on how to work with the ESL student in the regular classroom.

Progress Measure (Lead): Summit K-12

MAP

STAAR

Outcome Measure (Lag): The number of students that are EB and meet their protected growth in MAP or STAAR will increase in all tested subject areas by 10%.

Dates/Timeframes: 2024 - 2025 school year

Staff Responsible for Monitoring: Principal, ESL teachers, CIS, CIC

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 2

Funding Sources: Noise canceling headphones for TELPAS assessment and practice - 165/ES0 - ELL - 165.11.6398.00.123.25.ES0 - \$500, Professional Development for ELL teacher - 165/ES0 - ELL - 165.13.6299.00.123.25.ES0 - \$530

Key Strategic Action 5 Details

Key Strategic Action 5: Students will track their data through out the school year to encourage self-reflection and goal setting. Student growth parties will take place to celebrate the hard work put it towards meeting a goal.

Progress Measure (Lead): Data tracking folders for I-station, ST math, Benchmark Assessment

Outcome Measure (Lag): Increased student achievement

Dates/Timeframes: 2024 - 2025 school year

Staff Responsible for Monitoring: Teachers, CIC, CIS, AP, Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Success 1, 2, 3, 4, 5, 7, 11

Key Strategic Action 6 Details

Key Strategic Action 6: The school schedule will provide at least an hour of student tutoring and enrichment time during the school day and 45 minutes to 2 hours of tutoring time after school for staff to implement research-based reading and math interventions and differentiation for all students who are struggling academically and to those experiencing learning gaps. Staff will use supplemental resources such as Istation and ST Math lessons. Staff will also use small group or 1:1 instruction with students. After school enrichment groups will also be provided during tutoring time.

Progress Measure (Lead): Istation

ST Math

MAP

TELPAS

teacher created assesments

Outcome Measure (Lag): Increased student achievement as measured by MAP, STAAR, TELPAS,

teacher created assessments and teacher feedback.

Reduction in learning gaps

Dates/Timeframes: 2024 - 2025 school year

Staff Responsible for Monitoring: Principal, APs, CIS, Interventionists, Grade level leaders, mentors

Problem Statements: Student Success 1, 2, 3, 4, 5, 6

Funding Sources: Nutritional Snacks for After/Before School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.123.30.000 - \$1,900, Tutoring Supplies and Resources - 166 - State Comp Ed - 166.11.6399.00.123.30.AR0 - \$5,000

Goal 4 Problem Statements:

Student Success

Problem Statement 1: STAAR scores for 2023-24 demonstrate a significant percentage of students, including GT students, who meet grade level standard are not at masters grade level on the STAAR scale. **Root Cause:** Lack of focus on enrichment groups during intervention times.

Problem Statement 2: STAAR scores for the 2023-24 demonstrate a significant percentage of students, including SPED, EB and At-Risk students, unable to meet grade level learning expectations in reading, math and science. **Root Cause:** Students who participate in our special programs are lacking consistent differentiated instruction in the classroom.

Problem Statement 3: The percentage of students scoring 0 on STAAR Constructed response in 5th grade increased from 27% in 22-23 to 48% in 23-24. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Problem Statement 4: The percentage of students scoring 0 on STAAR Constructed responses in 3rd grade decreased; however, 3rd is still at 27% scoring 0. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Problem Statement 5: The percentage of students scoring 0 on STAAR Constructed response in 4th grade decreased; however, 4th grade is still is at 35% scoring 0. **Root Cause:** Teachers were new to learning strategies for teaching constructed responses.

Problem Statement 6: There is a need to extend learning opportunities beyond the school day to address the needs of struggling students and those experiencing learning gaps. **Root Cause:** Clear Creek has a high mobility rate due to the military. Student curriculum varies from state to state and so many of our students have learning gaps.

Problem Statement 7: On Science STAAR, the percentage of 5th grade students in the meets or above category decreased from 35% to 34%. **Root Cause:** Insufficient use of hands-on experiments and inquiry-based learning methods and inadequate time allocated to science instruction across grade levels. We did not have our Science Lab last year. Also, classes were well over ratio for a large portion of the year.

Student Success

Problem Statement 11: Students in kinder and 1st grade did not meet projected growth as measured by MAP Reading Assessment at end of the year. **Root Cause:** Lack of focus on differentiation during Tier 1 instruction and changes to staff and classes in mid-year. Classes were over ratio for large portion of the year.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: Teachers new to the district will be assigned a mentor teacher to support their transition to Clear Creek.

Progress Measure (Lead): Weekly discussion points with mentor

Classroom observations of mentor teacher

Off campus (all day) observation

Feedback and observation from mentor teacher

Outcome Measure (Lag): Teacher Retention will improve.

Dates/Timeframes: 2024 - 2025 school year

Staff Responsible for Monitoring: CIS, CIC, APs, and Principal

Problem Statements: Human Capital 3, 4, 5

Key Strategic Action 2 Details

Key Strategic Action 2: We will establish a Hospitality Committee to foster a positive and uplifting environment, promote staff wellness, and show appreciation for the hard work and dedication of our team.

Progress Measure (Lead): Christmas Party

Bereavement

Staff Morale

Monthly Outings

Monthly Potlucks

Monthly Random Acts of Kindness

End of Year Breakfast

Outcome Measure (Lag): Staff morale will increase

Dates/Timeframes: 2024 - 2025 school year

Staff Responsible for Monitoring: All Staff Members

Key Strategic Action 3 Details

Key Strategic Action 3: Each staff member will be celebrated with a birthday shout-out during our morning announcements. Shout-out boxes are located in several areas: the break room for staff to recognize peers and students, the front office for parents to celebrate students, and the library for students to acknowledge their peers and staff. Additionally, staff members will vote for Employee of the Month, selecting one teacher and one paraprofessional for recognition.

Progress Measure (Lead): Recognition at staff meetings

Prize

Employee of the month board

Principal's Newsletter

Outcome Measure (Lag): Increase staff moral and teacher retention

Dates/Timeframes: 2024 - 2025 school year

Staff Responsible for Monitoring: leadership and all staff

Goal 1 Problem Statements:

Human Capital

Problem Statement 3: There is a need for training/refresher on Response to Intervention or MTSS process. **Root Cause:** Many teachers on campus are new to teaching.

Problem Statement 4: All teachers, but particularly those on DOI waivers and those with less than 5 years experience will need additional support and opportunities for professional growth. **Root Cause:** Campus will have 6 DOI waiver teachers this year.

Problem Statement 5: DOI Waiver teachers have had little experience planning/internalizing lessons. **Root Cause:** Due to the teacher shortage in Texas, waiver teachers with little experience are being hired across the state.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: The Campus Instructional Specialist and Instructional Coaches will provide on-going campus professional development as determined by campus data and provide specific and individualized feedback, coaching, and model lessons to teachers using the Get Better Faster Coaching Model.

Progress Measure (Lead: GBF Coaching
Sign-In Sheets for PD Sessions

Outcome Measure (Lag): Increase in teacher efficacy

Dates/Timeframes: 2024 - 2025 school year

Staff Responsible for Monitoring: CIC, CIS, AP, Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Full-time Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.123.30.000 - \$82,200

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

SBDM & Title I Stakeholders (ES)

Committee Role	Name	Position
Administrator/Chair	Jessica Brading	Principal
Other School Leader	Wayne Cooper	Temporary AP
Other Appropriate Personnel	Tina Davis	Counselor
Other Appropriate Personnel	Amanda Salinas	Campus Instructional Specialist
Other School Leader	Cheryl Hatcher	Campus Instructional Coach
Business Representative	Kenyatta Peoples	Business Representative
Community Representative	Stephanie Williams	Community Representative
District-level Professional	Cheryl Smith	District-Level Professional
Classroom Teacher	Kim Montes-Rivera	Teacher: 1st Grade
Classroom Teacher	Erica Christenson	Teacher: 2nd Grade
Classroom Teacher	Angela Vaillancourt	Teacher: 3rd Grade
Classroom Teacher	Kierra Callines	Teacher: 4th Grade
Classroom Teacher	Diana Guy	Teacher: 5th Grade
Classroom Teacher	Jessica Gallentine	Teacher: Kindergarten
Classroom Teacher	Maria Gavazzi	Teacher: PK3
Classroom Teacher	Ana Garcia	Teacher: PK4
Resource Teacher	Nilsa Ledesma-Santana	Teacher: SPED
Specialized Instructional Support	Jillian Valencia	Music Teacher
Paraprofessional	Gladys Fontanez	Title I: Paraprofessional
Parent	Kelly Pardue	Parent
Parent	Nicole Johnson	Parent
Parent	Airrienne McLeod	Parent
Parent	Jazlyn Diaz	Parent