

Sanger Independent School District
Clear Creek Intermediate School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Encourage. Inspire. Succeed.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clear Creek Intermediate School is a 19-year old, 3rd through 5th grade Title I campus in Sanger ISD located in Sanger, TX. In the 2017-2018 school year there are 385 students. Of the 385 students, the student population is predominately White and Hispanic. Students are 29% Hispanic, 65% White, 2% African American, 3% are multi-racial and .8% are other ethnicities. 54% of Clear Creek Intermediate students are Economically Disadvantaged, 11% are English Language Learners, 13% are Special Education and 42% are At-Risk. Average daily attendance for 2017-2018 school year is 97%. The mobility rate for the 2016-2017 school year was 13%.

In 2017-2018, there are 39 staff members at Clear Creek Intermediate School. Of this number 90% are White, 8% are Hispanic, and 3% are African American. This consists of 90% Females and 10% Males. There were 27 professional staff members, which included two administrators, 1 part-time counselor and 25 certified teachers. This campus has two Title teachers with 50+ combined years of experience.

Demographics Strengths

Staff at Clear Creek Intermediate School is 100% certified and committed to school improvement efforts.

The teacher to student ratio for each grade level has been:

20:1 for 3rd grade,

20:1 for 4th grade,

25:1 for 5th grade.

Average daily attendance for Clear Creek Intermediate is 97%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 4th grade Hispanic students demonstrated 24% mastery on Math Readiness Standard 4.4H - Solve with fluency one- and two - step

problems involving multiplication and division, including interpreting remainders. **Root Cause:** Lack of teacher training and student exposure to rigorous problem solving with embedded supports for English Language Learners.

Problem Statement 2: 4th grade Special Education students demonstrated 37% mastery on Writing Readiness Standard 4.15C - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. **Root Cause:** Lack of teacher training and varied opportunities for students to practice writing on regular basis.

Student Academic Achievement

Student Academic Achievement Summary

Our 2017 campus Accountability rating is Met Standard; we did not earn any distinction designations. For the first administration, STAAR scores in Reading showed only 25% out of 404 students tested mastering grade level standards. 44% of students meeting grade level standard in Reading and 75% of students approaching grade level standards. Out of 405 students tested in Math, 16% mastered grade level standards, 37% met grade level standards and 76% of students are approaching grade level standards. In Writing, 122 students were tested and 11% showed mastering grade level standards, 25% showed meeting grade level standards and 52% of students were approaching grade level standards. Science had 124 students tested and 11% showed mastery of grade level standards, 27% meeting grade level standards and 70% of students were approaching grade level standards.

Student Academic Achievement Strengths

Based on the results from STAAR Reading for 2016-2017 school year, Clear Creek Intermediate 5th grade students have shown growth with process standard Figure 19D, making inferences using supporting text evidence, by 5 points from the previous school year. 4th grade made a similar gain by 3 points and 3rd grade had a gain of 15 points for Figure 19D.

4th grade showed an 8 point gain for ELA readiness standard 4.6B, describing character interactions.

3rd grade showed a 20 point gain for ELA supporting standard 3.10A, sensory and visual language.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 50% of students showed expected or accelerated growth of the 2017 STAAR tests. **Root Cause:** Struggling with identifying individual students needs to create differentiated instruction in the classroom.

School Processes & Programs

School Processes & Programs Summary

Teachers follow the district adopted TEKS Resource System scope & sequence and unit assessments. Across the district, teachers are to utilize the Year at a Glance, Instructional Focus document, and Performance assessments. This program is aligned to the standards for the state of Texas.

During T-TESS training at the beginning of the school last year, as a grade level, teachers created a student achievement goal. Teachers also created their own personal technology goal. Teachers monitored these goals through their observations, data and students activities. These goals were discussed at their end of the year summative meeting with both campus administrators. During their summative meeting, teachers created and discussed their technology and personal goals for the 2017-2018 school year. Teachers also planned out their summer professional development based on one of the goals for the coming school year. The campus only had first administration scores for 5th grade and would have to wait to receive 2nd & 3rd administrations, as well as, 4th and 3rd grade results.

Every three weeks, teachers were able to participate in a professional learning community to focus on data, curriculum and planning, materials, instructional strategies and students. This was a forty minute additional common planning time for grade level teachers.

School Processes & Programs Strengths

Through grade level professional learning communities, teachers and staff have increased their collaboration with one another.

All teachers at Clear Creek Intermediate participated in the SISD Technology Fair in the Spring of 2017.

All teachers achieved their technology goals for the 2016-2017 school year. Technology used for instruction in the classroom has increased due to the availability of technology.

Students have access to a science lab classroom for grade level experiments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers did not have the depth of understanding to prioritize state standards - readiness, processing and supporting. **Root Cause:** Needing more time and training to deepen understanding of state standards.

Perceptions

Perceptions Summary

Families that are new to the campus are given a welcome folder to inform them of campus procedures. Frequent communication occurs mostly in English, except for the Chatter which is translated into Spanish, keeping families informed of school events. Families can also receive communication in English through social media pages, such as Facebook for the campus & PTO and campus Twitter page. Parents and guardians are also encouraged to sign up for the campus Remind app notifying them of events as well. In addition to PTO monthly activities, families have been invited to participate in the following events.

Meet the Teacher

Watch D.O.G.S.

Chess Club for students

4th & 5th Grade Choirs

Grandparents Luncheon

UIL competitive teams

Meetings with Moms

Fall Book Fair

Fire Safety & Prevention Week and Presentation

Red Ribbon Week (Drug & Bullying Prevention)

Veterans Day Program

3rd Grade & Choir Holiday Program

Grade Level Holiday Parties

5th Grade Parent Information Meeting for Handling Stress and Anxiety

3rd Grade Valentine Party

Grade level Field Trips

CCI Color Run

Dates with Dads

Spring Book Fair

Open House

Grade Level Field Days

Grade Level Award Ceremonies (Including celebrations for Perfect Attendance)

End of the Year Parties

Our campus values relationship building with students and families. All of our staff have been trained in Capturing Kids Hearts (CKH), which is our basis for building relationships and maintaining them through agreed upon classroom Social Contracts. A social contract is a student generated agreement to help guide behavior within the classroom. Each classroom has CKH 4 questions and a list of consequences posted for students to use as a reference. At the beginning of the day, the classroom teacher starts with greeting students at the door, having students share the "good things" in their day, and end the class with a launch (class saying, quote or story.)

The campus is located off an interstate, and to maintain safety, a doorbell system was put into place. Anyone wanting to enter the building must ring the doorbell first and identify their purpose for visiting our campus. Once they have entered the building, these individuals must stop by the office to check in and show a source of proper identification. The individual will be issued an ID badge. An emergency drill schedule is created before school starts and followed by campus administration to make sure drills are practiced with fidelity and completed in a timely manner.

Perceptions Strengths

Communication is frequent and in the preferred language of the home.

Opportunities for parent involvement in school are frequent.

Clear Creek Intermediate School was nominated as a Capturing Kids' Hearts Showcase Campus for the 2017-2018 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a decline in volunteers due to the lack of campus activities involving the whole family. **Root Cause:** Volunteer opportunities have not been centered around the family.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data


Goals

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 1: In 2017-2018, CCI will increase differentiated instruction for students through mini-lessons, small groups, and WINN (What I Need Now) time for each core content area.

Evaluation Data Source(s) 1: Teacher lesson plans, Administrator observations, WINN plans, grade level planning and improvement of student growth.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a common planning time for general education teachers, special education teachers and Title teachers to plan their classroom and small group instruction to make sure they are differentiating for all of their students.	2, 3, 8, 9	Classroom teachers, Special Education teachers, Title teachers, Assistant Principal, Principal	Students will be more successful because instruction is based off their needs. Student growth will increase by 5%.	✓	✓		
2) Provide a built in enrichment and intervention time for all students based on their achievement data.	2, 3, 8, 9	Classroom teachers, Special Education teachers, Title teachers, Assistant Principal, Principal	100% of students needing intervention will have their learning gaps addressed. Students understanding curriculum will be challenged through project based activities.	✓	✓		
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - School Processes & Programs 1							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 4th grade Hispanic students demonstrated 24% mastery on Math Readiness Standard 4.4H - Solve with fluency one- and two - step problems involving multiplication and division, including interpreting remainders. Root Cause 1: Lack of teacher training and student exposure to rigorous problem solving with embedded supports for English Language Learners.

Problem Statement 2: 4th grade Special Education students demonstrated 37% mastery on Writing Readiness Standard 4.15C - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. **Root Cause 2:** Lack of teacher training and varied opportunities for students to practice writing on regular basis.

Student Academic Achievement

Problem Statement 1: 50% of students showed expected or accelerated growth of the 2017 STAAR tests. **Root Cause 1:** Struggling with identifying individual students needs to create differentiated instruction in the classroom.

School Processes & Programs

Problem Statement 1: Teachers did not have the depth of understanding to prioritize state standards - readiness, processing and supporting. **Root Cause 1:** Needing more time and training to deepen understanding of state standards.

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 2: In 2017-2018, CCI will use more rigorous problem solving at least 3 times a week during math instruction.

Evaluation Data Source(s) 2: Teacher lesson plans, Administrator observations, improvement in student growth in Math, Student Learning Objective (SLO) data from teachers.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize guided questions to teach and facilitate problem solving.	2, 3, 8, 9	Classroom teachers, Special Education teachers, Assistant Principal, Principal	5% of students will have more ownership when problem solving per grading period.				
				Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1			
2) Provide instruction in mental math strategies for use in problem solving.	2, 3, 8, 9	Classroom teachers, Special Education teachers, Assistant Principal, Principal	100% of multiple strategies developed.				
				Problem Statements: Demographics 1			
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 4th grade Hispanic students demonstrated 24% mastery on Math Readiness Standard 4.4H - Solve with fluency one- and two - step problems involving multiplication and division, including interpreting remainders. Root Cause 1: Lack of teacher training and student exposure to rigorous problem solving with embedded supports for English Language Learners.
Student Academic Achievement
Problem Statement 1: 50% of students showed expected or accelerated growth of the 2017 STAAR tests. Root Cause 1: Struggling with identifying individual students needs to create differentiated instruction in the classroom.
School Processes & Programs
Problem Statement 1: Teachers did not have the depth of understanding to prioritize state standards - readiness, processing and supporting. Root Cause 1: Needing more time and training to deepen understanding of state standards.

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 3: In 2017-2018, CCI will increase the amount of writing across core content areas at least two times a week.

Evaluation Data Source(s) 3: Teacher lesson plans, Administrator observations, grade level planning, student work, increased STAAR Writing scores

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan for writing opportunities in all core areas.	2, 3, 8, 9	Classroom teachers, Special Education teachers, Assistant Principal, Principal	The number of students achieving met grade level standard in writing will increase by 10%. Students would develop a more positive outlook for writing.				
Problem Statements: Demographics 2 - School Processes & Programs 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 4th grade Special Education students demonstrated 37% mastery on Writing Readiness Standard 4.15C - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. Root Cause 2: Lack of teacher training and varied opportunities for students to practice writing on regular basis.
School Processes & Programs
Problem Statement 1: Teachers did not have the depth of understanding to prioritize state standards - readiness, processing and supporting. Root Cause 1: Needing more time and training to deepen understanding of state standards.

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 4: Teachers will utilize TEKS Resource System at least one a week during grade level common planning time and continue to be trained in creating instruction aligned with the TEKS.

Evaluation Data Source(s) 4: Grade level Planning 4 Learning meetings, TEKS Resource System login report and professional development training.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize backwards planning and develop a deeper understanding of TEKS to be able to design more rigorous and engaging lessons.	2, 3, 4, 8, 10	Assistant Principal, Principal, Assistant Superintendent, Director of Special Programs	Students will be more prepared for the next grade level. 10% more students will fall into met grade level standard category rather than approaches.				
Problem Statements: School Processes & Programs 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers did not have the depth of understanding to prioritize state standards - readiness, processing and supporting. Root Cause 1: Needing more time and training to deepen understanding of state standards.

Goal 2: Sanger ISD will recruit, hire, develop, and retain high quality instructional and support staff.

Performance Objective 1: In 2017-2018, CCI will recruit & retain certified teachers and support staff.

Evaluation Data Source(s) 1: Staff retention rate.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Actively seek to hire teachers with diverse backgrounds, experiences and culture.	5	Assistant Principal, Principal, Staff	A committee formed from Clear Creek Intermediate staff will be created to assist campus administration in looking through applicant resumes on Applitrack and assist in the interviewing process to determine the best fit for the available position 100% of the time.				
2) Establish a mentoring program for new teachers and other interested staff.	2, 4, 5	Assistant Principal, Principal, Staff	The idea is to grow our teachers by pairing new teachers and staff to tenured teachers/staff members on campus. New teachers/staff will participate 100% to observe mentor teachers/staff one time each semester. New teachers will also have the ability to observe a different grade level teacher/staff in their core content area.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sanger ISD will ensure active and appropriate involvement with district stakeholders through exceptional communication.

Performance Objective 1: In 2017-2018, CCI will create partnerships to support student success by involving parents and the Sanger community.

Evaluation Data Source(s) 1: Copies of campus and grade level newsletters, campus and teacher websites, Remind App data, Google parent/guardian contact log and social media data.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate weekly through campus newsletter and as needed for specific events using classroom newsletters, Remind App, and social media (Facebook & Twitter) pages.	6, 7	Classroom teachers, Assistant Principal, Principal	100% of parents/guardians will be informed on events/activities and ways they can get involved at their child's school weekly throughout the school year.				
	Problem Statements: Perceptions 1						
2) Make at least one parent contact a week. Positive contacts will be made first.	7	Classroom teachers, Assistant Principal, Principal	1 contact will be made a week to build better relationships between the school and parents/guardians.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a decline in volunteers due to the lack of campus activities involving the whole family. Root Cause 1: Volunteer opportunities have not been centered around the family.

Goal 4: Sanger ISD will enforce policies and procedures which promote a safe and healthy environment.

Performance Objective 1: In 2017-2018, CCI will ensure the campus has an effective emergency response procedures consistent with best practices.

Evaluation Data Source(s) 1: Campus Operations Committee meeting minutes, Emergency drill schedule, Clear Creek Emergency Procedures guide, Fire Prevention Information log

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate and enforce Clear Creek Intermediate emergency procedures and expectations by creating a Campus Operations Committee that will meet two times during the school year.	2, 10	Committee members, Assistant Principal, Principal	Emergency drill procedures and protocols will be followed and completed in a timely manner 100% of the time. Campus Operations Committee will meet two times in the school year to review campus safety practices.				
2) Provide education on fire safety and prevention for Fire Safety Week in October.		Assistant Principal, Principal	100% of all Clear Creek Intermediate students will build on their knowledge about fire safety and prevention.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Sanger ISD will enforce policies and procedures which promote a safe and healthy environment.

Performance Objective 2: In 2017-2018, Clear Creek Intermediate will provide students education on recognizing bullying behavior and cultural awareness during the school year.

Evaluation Data Source(s) 2: Counselor guidance lessons and schedule, and compliance training certificates.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Learn to identify bullying behavior and strategies to assist a student in need through beginning of the school year compliance training.	1, 2, 4	Classroom teachers, Counselor, Assistant Principal, Principal	100% of students and parents will be able to report bullying to school staff in person and online. Students will also be able to know the difference between bullying and being mean.				
2) Provide students monthly guidance lessons over cultural awareness.	1, 2	Counselor, Assistant Principal, Principal	100% of all students will learn about cultural differences through education and acceptance activities.				
3) Provide students education on drug awareness during Red Ribbon Week in October.		Counselor, Assistant Principal, Principal	Counselor will provide daily lessons over the impacts of using drugs inappropriately to 100% of all students at Clear Creek Intermediate.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Sanger ISD will enforce policies and procedures which promote a safe and healthy environment.

Performance Objective 3: Clear Creek Intermediate will provide all students with at least 15 minutes or more of daily physical activity.

Evaluation Data Source(s) 3: Grade Level schedules and PE schedule

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide physical activity time through PE classes and grade level recess weekly.	3	Classroom teacher, PE teacher, PE paraprofessional	Campus administrators and staff will notice a 5% reduction in discipline referrals after grade level recess due to improved student attention and focus.	✓	✓		
Problem Statements: Demographics 1, 2							

Performance Objective 3 Problem Statements:









Demographics
<p>Problem Statement 1: 4th grade Hispanic students demonstrated 24% mastery on Math Readiness Standard 4.4H - Solve with fluency one- and two - step problems involving multiplication and division, including interpreting remainders. Root Cause 1: Lack of teacher training and student exposure to rigorous problem solving with embedded supports for English Language Learners.</p>
<p>Problem Statement 2: 4th grade Special Education students demonstrated 37% mastery on Writing Readiness Standard 4.15C - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. Root Cause 2: Lack of teacher training and varied opportunities for students to practice writing on regular basis.</p>

Goal 5: Sanger ISD will allocate resources to ensure high achievement for all students.

Performance Objective 1: In 2017-2018, Clear Creek Intermediate will use all staff to support student learning through an organized school-wide intervention and enrichment time 3 days a week.

Evaluation Data Source(s) 1: Grade level planning for Math, Reading, Writing and/or Science, Administrator walk-throughs, Unit Assessment data and WINN (What I Need Now) student groups.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create intervention and enrichment lessons for all students 3 times a week based on their needs and data.	2, 3, 8, 9	Classroom teacher, Special Education teacher	100% of Clear Creek Intermediate students will show gains and close learning gaps. Students who have shown mastery of the concept will extend learning.				
Problem Statements: Demographics 1, 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:









Demographics
Problem Statement 1: 4th grade Hispanic students demonstrated 24% mastery on Math Readiness Standard 4.4H - Solve with fluency one- and two - step problems involving multiplication and division, including interpreting remainders. Root Cause 1: Lack of teacher training and student exposure to rigorous problem solving with embedded supports for English Language Learners.
Problem Statement 2: 4th grade Special Education students demonstrated 37% mastery on Writing Readiness Standard 4.15C - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. Root Cause 2: Lack of teacher training and varied opportunities for students to practice writing on regular basis.

Goal 5: Sanger ISD will allocate resources to ensure high achievement for all students.

Performance Objective 2: Clear Creek Intermediate will provide opportunities for students to make real world science connections.

Evaluation Data Source(s) 2: STAAR Science scores for 5th grade students & Unit Assessments for a grade levels

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide one day in the fall and spring semester of the 2017-2018 school year, for Clear Creek Intermediate students to participate in grade level specific hands-on science experiments.	3, 8, 9	Classroom teachers, Assistant Principal, Principal	100% of students will experience hands-on science experiments to gain a deeper understanding of grade level science TEKS. 10% more of 5th grade students will achieve met standard on STAAR science.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Sanger ISD will allocate resources to ensure high achievement for all students.

Performance Objective 3: In 2017-2018, Clear Creek Intermediate will utilize research based instructional materials in the classroom.

Evaluation Data Source(s) 3: Grade level planning for core content areas, teacher lesson plans, and Unit Assessment & Benchmark data.

Summative Evaluation 3:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use research based materials in all core content areas to improve instruction. Examples: Guided Math, Uncovering student ideas in Science, DRA. These materials will be evident through teacher's lesson plans.	2, 3	Classroom teachers, Special Education teachers, Title I teachers, Assistant Principal, Principal	Students will be more prepared for the next grade level. 10% more students will fall into met grade level standard category rather than approaches grade level.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Sanger ISD will allocate resources to ensure high achievement for all students.

Performance Objective 4: In 2017-2018, all certified classroom teachers will regularly use technology in the classroom to strengthen student learning and teacher instruction.

Evaluation Data Source(s) 4: Teacher lesson plans, iPad reservation calendar, student projects, technology fair classroom projects

Summative Evaluation 4:











Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Include iPads and computer labs into instruction at least one time per grading period.	3, 8, 9	Classroom teachers, Special Education teachers, Title teachers, Computer teacher, Campus Technology Instructor	1 time within each grading period, students will increase awareness of productivity tools.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Sanger ISD will allocate resources to ensure high achievement for all students.

Performance Objective 5: In 2017-2018, Clear Creek Intermediate will recognize outstanding students and campus staff.

Evaluation Data Source(s) 5: Grade level student nominations, Faculty nominations for campus staff, Student of the Week bulletin board, Staff member of the month bulletin board

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Nominate and recognize students each week for good citizenship. Grade level teachers meet to nominate a student from their grade level and give a reason why they were selected for the week. The selected students have their name and explanation read over the morning announcements each Friday. The PE teacher recognizes a boy and a girl from each grade level and their names are read during Friday morning announcements for being leaders in the gym for the week. The computer teacher recognizes one student in each grade level as the computer whiz of the week. These are announced on the morning announcements, every Friday.</p>		Classroom teachers, Special Education teachers, Assistant Principal, Principal	5% of students will increase self confidence and promote success.				
<p>2) Nominate and explain why a fellow colleague should be Staff Member of the month. The selected staff member has their name and explanations read over the morning announcements.</p>		Classroom teachers, Staff, Special Education teachers, Title teachers, Assistant Principal, Principal	100% of campus staff have the opportunity to participate in nominating other colleagues. The goal is to grow a positive culture and promoting collegial relationships.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

17-18 CBLT

Committee Role	Name	Position
Administrator	Stephanie Lance	
Administrator	Tiffany Wilson	
Classroom Teacher	Ethan Morey	
Classroom Teacher	Cheryl Ange	
Classroom Teacher	Aleshia Swofford	
Classroom Teacher	Katie Martin	
Classroom Teacher	Cindy Howell	
Parent	Vicki Beard	PTO Campus Representative
Business Representative	Brittany Barclay	
Community Representative	Terry Goodfriend	