

Clear Creek Independent School District

District and Campus Procedures for Strategic Planning

Revised May 2017

CCISD District and Campus Procedures for Strategic Planning

Contents

INTRODUCTION4

Clear Creek I.S.D. Mission Statement4

Statement of Beliefs.....4

Core Values4

Purpose4

 Vision and Direction.....5

 Deliberate and Articulated Actions.....5

Roles and Responsibilities for Decision-Making through the DEIC5

 Board of Trustees.....5

 Superintendent5

 Principal.....5

 District Education Improvement Committee (DEIC)5

DEIC Definitions6

 Classroom Teacher6

 Parent6

 Community Member Representative6

 Business Representative.....6

Representation on the DEIC6

Election.....7

Term7

Chairperson.....7

Vacancy7

Meetings7

DEIC Sub-Committees7

Other Advisory Groups8

DEIC Tentative Annual Agenda.....8

District and Campus Decision-Making Authority Defined10

Roles and Responsibilities for Decision-Making through the CIIC12

CIIC Definitions12

 Classroom Teacher12

 Parent12

 Community Member.....12

 Business Representative.....13

Representation on the Campus Instructional Improvement Committee 13
 Election 14

Term 14

Vacancy 14

Meetings 14

Role of the CIIC 14
 Campus Strategic Plan and Annual Action Plan Review 15
 Curriculum 15
 Budgeting 15
 Staffing Patterns 15
 School Organization 15
 Professional Learning 15

Waivers 15
 Waivers 15
 Maximum Class Size Waiver 15
 Requirements for Submitting Expedited and General State Waiver Requests 15
 Professional Learning Waiver 15
 Reading/English Language Arts; Mathematics; Science; and/or Social Studies Professional Learning Waiver 15
 Professional Learning through Participation in Eligible Conference Waiver 16
 Early Release Waiver 16
 Modified Schedule/State Assessment Testing Days Waiver 16
 Appeal Procedure for Denial of Waiver Request 16

Guidelines for Implementation 16
 Collaboration with Schools, District Office Staff, and Colleagues 16
 Use of Effective Research/Assessment Data 16
 Alignment with District Strategic Plan 16
 Campus Ad Hoc Committees 16
 Need for Assistance 17
 Training 17

Guidelines for District/Campus Strategic Planning 17
 Annual Review/Ongoing Planning 17
 Comprehensive Needs Assessment 19
 Mission Statement 19
 Strategies 19
 Tactics 19
 Professional Learning 19
 Plan for the Evaluation of the Annual Performance Objectives 19
 Timeline 19
 Responsibility 19

Comprehensive Needs Assessment (CNA) Procedures 20
 Design and Implementation of Intervention Strategies 20

Developing/Revising the District/Campus Plan 22
 Procedures 22
 Ongoing Evaluation of the District Action Plans 22

INTRODUCTION

Clear Creek I.S.D. Mission Statement

The mission of the Clear Creek Independent School District, the leader in visionary education, is to ensure that each student discovers and develops his or her unique talents and interests while realizing personal success and positively impacting their world through a new system distinguished by integrity, meaningful relationships, personalized learning, achievement, and a continuing commitment to Courage, Collaboration, Innovation, and Self-Direction.

Statement of Beliefs

We believe that:

- People flourish only in a culture based on integrity
- Today's experiences are as valuable as tomorrow's opportunities
- One's heartfelt passion creates limitless possibilities
- Trust is built on what we do, not just what we say
- Shared responsibility is essential to community success
- Each person bears the responsibility to create his or her future
- Each person possesses unique talents and creative ability
- Everyone deserves to be physically and emotionally safe
- Relationships are critical to meaningful teaching and learning
- Respect for diversity strengthens community
- The measure of any community is the success of its children
- Each person deserves compassion and respect

Core Values

- Trustworthiness: Act with honesty in all that you do
- Respect: Value yourself and others
- Responsibility: Own your choices
- Fairness: Play by the rules and consider the needs of others
- Caring: Be kind to others
- Citizenship: Work to improve your school, community, and country.

Purpose

The purpose of planning in the Clear Creek Independent School District (CCISD) is to maximize the resources of the district at each school through aligned, mutually supportive strategic plans and actions.

CCISD utilizes the strategic planning process at both the district and campus to develop and implement plans and deploy systems to effectively and efficiently meet the needs of each student in the school. The district and campus strategic plans serve as the basis for all planning efforts. Both the District Strategic Plan and the Campus Strategic Plans are based on the strategic planning process described in this document.

Vision and Direction

Through the strategic planning process the Board of Trustees, the Superintendent, District and school leaders shall develop and implement a clear vision of the general direction for the District, each school, and each department resulting in a cycle of continuous improvement in student achievement and all district functions. This vision is purposefully and thoughtfully developed through the strategic planning process in which future changes are considered within the organizational context of the District.

Deliberate and Articulated Actions

District and campus planning expectations exist to actively involve staff, parents, community, and business representatives in a purposeful way through District strategic planning and aligned school and department strategic planning. In addition to District and campus improvement committees, a wide variety of ad hoc collaborative groups are utilized to plan and implement aligned and congruent plans for District, school, and student improvement. All school and department strategic plans must be designed to support the District's strategic direction.

Roles and Responsibilities for Decision-Making through the DEIC**Board of Trustees**

The Board of Trustees is responsible for developing District and campus planning policies [See CCISD School Board Policy BQ, BQA, BQB (Local)]. Annually, the Board considers district strategies and action plans for approval. The Board also considers waivers from state law or rule.

Superintendent

The Superintendent has responsibility for the leadership of the planning, operation, supervision, and evaluation of all aspects of district operations. The Superintendent develops administrative regulations to implement Board policies. The Superintendent has responsibility for leadership of the district planning process and for ensuring that plans are implemented in ways to improve student achievement.

Principal

The principal, with the assistance of the Campus Instructional Improvement Committee, must establish academic and other tactics and action plans for the campus, aligned with the campus and district strategic plan. The principal is responsible for the academic achievement of each student on the campus and campus performance objectives that are developed to support each student.

District Education Improvement Committee (DEIC)

The District Education Improvement Committee (DEIC) serves in an advisory capacity to the Superintendent in the areas of planning, budgeting, curriculum, staffing patterns, professional learning and school organization. The DEIC is involved in reviewing and providing input on the District's objectives, strategies, and annual action plans.

The DEIC participates in establishing and reviewing the administrative procedure that defines the roles and responsibilities pertaining to planning and decision making; reviews and approves District level waivers prior to submission to the Board; and reviews and approves locally developed teacher appraisal systems prior to adoption by the Board.

DEIC Definitions**Classroom Teacher**

A classroom teacher is defined as a campus-based staff person whose primary responsibility is the classroom instruction of students. This definition includes itinerant teachers and teachers who have other assigned responsibilities. It does not include other campus-based staff whose primary roles are support oriented, such as counselors, diagnosticians, nurses, and librarians.

Parent

A parent is defined as a person who is not a District employee and who is a parent or standing in parental relation to a student enrolled in the District.

Community Member Representative

A community member is defined as an adult who resides in the District who is neither a parent of a child enrolled in the District nor a District employee.

Business Representative

A business representative may or may not reside in the District, and the business that is represented may or may not be located in the District.

Representation on the DEIC

CCISD School Board Policy BQ (Local) requires that two-thirds of the professional DEIC members are classroom teachers. The DEIC consists of:

- One classroom teacher from each of the elementary, intermediate, and high schools.
- One professional employee from each of the following groups:
 - School Administrators
 - Counselors
 - Nurses
 - Librarians

The committee shall include parents of students currently enrolled within the District, selected in accordance with administrative procedures as follows:

- Two parents with high school age students
- Four parents with intermediate age students
- Six parents with elementary age students

The committee shall include two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the DEIC and are provided the opportunity to participate, and shall solicit volunteers. All community member representatives must reside in the District.

The committee shall include two business representatives, selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The selection of the business representatives shall be made without regard to whether a representative resides in the District or whether the business a person represents is located in the District. The Superintendent shall use

several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate, and shall solicit volunteers.

Election

Campus or department-based employees may either be nominated by their colleagues or asked by their principal/director to serve on DEIC. Nominated employees give their consent to serve on the DEIC before they are eligible for election. Election of the DEIC is held prior to the next school year or at the beginning of the current school year. If multiple employees are nominated to represent a campus, the principal shall conduct a vote utilizing written ballots at a faculty meeting type setting. The employee receiving the majority of votes will serve as the DEIC campus/department representative.

Parents, community members, and business representatives wishing to serve on the DEIC submit their applications to the Deputy Superintendent's Office by August 30 of each year. A posting on the District website notifying the community of the opportunity for participation in the DEIC is published in August.

Term

Representatives serve staggered two-year terms. After the initial election, DEIC members draw separate lots for terms, ensuring that the proper balance of two-thirds teaching and one-third non-teaching membership is maintained.

Chairperson

The Superintendent or designee shall be the Board's representative on the committee. The chairperson shall be elected annually and shall be an employee of the school district, an elected member of a Campus Instructional Improvement Committee (CIIC) and shall be elected by the members of the DEIC at the committee's second meeting of the school year. Nominees for chairperson will be solicited at the committee's first meeting and information about each nominee will be provided to the committee prior to the second meeting. The primary duties of the chairperson are to work collaboratively with the Deputy Superintendent to develop meeting agendas and facilitate DEIC meetings. The chairperson shall serve a maximum of four school years.

Vacancy

If a member is unable to continue serving on the DEIC for the remainder of his/her elected term, the vacancy is filled from the representative group in which the vacancy exists. A new election will be held for the remainder of the term.

Meetings

Meetings are open and scheduled in advance to provide opportunity to parents and community to attend the meetings, but participation is limited to elected members of the DEIC. The agenda is distributed at least seventy-two hours prior to the meeting. All DEIC meetings are held outside the regular school day. Minutes of the meetings are posted on the District website and distributed to Committee members. Copies are available upon request.

DEIC Sub-Committees

The following are sub-committees of the District Education Improvement Committee:

Planning: the sub-committee reviews data such as student assessment results, student demographic information, and community survey results. This data is used to revise the District Instructional Improvement Plan. The sub-committee meets 2-3 times per year.

Professional Learning: the sub-committee reviews and provides input on the District Professional Learning Plan, as well as provides input regarding curricular revisions. This sub-committee meets 1-2 times per year.

Technology: the sub-committee annually reviews and provides input on the District Technology Plan. A maximum of eight DEIC members are needed for the sub-committee; members must be willing to serve for their entire two-year term.

Budgeting/Staffing: the sub-committee reviews budgetary data and makes recommendations on budget priorities for the next year. This sub-committee meets 3-4 times during the year.

Calendar: the sub-committee reviews various calendar models and makes a recommendation based on the needs of students. This sub-committee will meet 2-3 times during the first semester.

DEIC members volunteer annually to serve on one of these sub-committees based on their area of interest. Sub-committee meetings are held on an as needed basis outside of the regularly scheduled DEIC meeting time.

Other Advisory Groups

The existence of the District Education Improvement Committee (DEIC) does not affect the authority of the Board or the Superintendent to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.

DEIC Tentative Annual Agenda

Throughout the school year there are specific agenda items that need to be reviewed by the DEIC. The agenda provided is intended to be used as a guide to assist the Deputy Superintendent and DEIC Chairperson in developing monthly meeting agendas.

Month	Agenda Item
Sept.	<ul style="list-style-type: none"> • Review the CCISD Expectations for Planning • Review the District Strategic Plan • Review Sub-Committees
Oct.	<ul style="list-style-type: none"> • Elect Chairperson • Review and Make Recommendations on District Strategic Plan
Nov.	<ul style="list-style-type: none"> • Review District Calendar Options • Consider Application for <u>Local Waivers</u> • Review Secondary Course Proposals • Consider New Courses
Dec.	<ul style="list-style-type: none"> • Review District Calendar Options

Feb.	<ul style="list-style-type: none"> • Consider Instructional Material Recommendations • Review Budget Priorities developed by the DEIC Budget Sub-committee
April	<ul style="list-style-type: none"> • Consider Application for State Waivers • Review Professional Learning Plan recommendations for PL Sub-committee • Conduct Comprehensive Needs Assessment • Review of District Title Instructional Programs

District and Campus Decision-Making Authority Defined

CCISD School Board Policy BQ (Local) requires that a clear delineation of responsibilities at the campus level and those at the District level be provided. It is expected that collaboration occur at all levels. The list provided below provides a sample list of the types of decisions:

Planning	
District Responsibilities	Campus Responsibilities
Develop and implement District strategic plan.	Align all campus planning efforts with the District strategic plan.
Develop planning procedures and processes for District Strategic Plan and Campus Strategic Plans.	Develop and review-Campus Strategic Plan to lead to improved student achievement.
Develop annual District Instructional Improvement Plan to lead to improved student achievement.	
Develop and implement regulation defining expectations for strategic planning which includes the collaboration aimed at addressing the current and future needs of each student.	

Curriculum	
District Responsibilities	Campus Responsibilities
Set District educational priorities aligned with the District strategic plan.	Set school educational priorities aligned with the District and campus strategic plan.
Design challenging curriculum based on significant exit level outcomes, program outcomes, and course level objectives which includes and exceeds the state’s standards.	Implement curriculum delivery and instructional strategies based on the District curriculum.
Evaluate and adopt a set of instructional resource materials which align with the District curriculum.	Implement the set of District instructional resource materials and adapt to meet the individual needs of each student-
Provide Board Policy governing all aspects of curriculum and assessment development. Provide related regulations governing grading and reporting.	Implement Board Policy related to curriculum, assessment, grading and reporting.
Develop and implement a District comprehensive assessment program based on an analysis of a wide range of student achievement data within a cycle of continuous improvement.	Modify instructional approaches and grouping based on ongoing review of a wide range of student achievement data.
Establish expected standard for monitoring implementation of curriculum.	Implement curriculum monitoring plan.
Identify expected best-practice teaching strategies.	Implement classroom observations of teaching and learning.

Budgeting	
District Responsibilities	Campus Responsibilities
Establish budget priorities in coordination with long-term and annual planning activities.	Establish school budget priorities based on ongoing review of a wide range of student achievement data.
Determine the budget for staffing allocations at each school.	Allocate staffing budget to meet the needs of students.
Establish standards and allocation formulas for the maintenance and operation and capital budgets.	Prioritize school needs and determines allocation of resources.
Establish and implement effective procedures for developing and monitoring District and school budgets.	Implement effective procedures for developing and monitoring school budgets.
Determine District and schools' budget allocations.	

Professional Learning	
District Responsibilities	Campus Responsibilities
Develop the District Professional Learning Plan based on Learning Forward Standards for Professional Learning.	Implement the District Professional Learning Plan based on Learning Forward Standards for Professional Learning.
Develop and provide professional learning as a component of strategies, action plans, and related initiatives.	Participate in professional learning as a component of strategies, tactics, action plans, and related initiatives.
Set standard for amount of professional learning clock hours required.	Select campus professional learning based on student needs.
Set standard for content of professional learning offerings.	Evaluate campus-based professional learning.
Evaluate District professional learning.	

School Organization	
District Responsibilities	Campus Responsibilities
Develop annual school calendar.	Create and implement campus bell schedule.
Establish criteria for school organization.	Develop and implement campus master schedule.
Establish attendance accounting procedures consistent with state requirements.	Implement District attendance student accounting procedures.

Staffing Patterns	
District Responsibilities	Campus Responsibilities
Establish District procedures that involve recruiting, selecting, and evaluating all employees.	Participate in selection process for campus employees.
Establish a pre-screened pool of applicants for various positions in the District.	Select applicants from a pool of pre-screened applicants and recommend for hiring.
Establish District staffing allocation ratios.	Select staff based on the unique needs of student attending the campus.
Set/adhere to state and federal employment standards.	Make teaching assignments based on student need.
Establish and implement evaluation procedures.	
Establish expected employment practices.	

Roles and Responsibilities for Decision-Making through the CIIC

Annually, the principal of each campus, with the assistance of the Campus Instructional Improvement Committee of the school, establishes and updates action plans to accomplish the campus strategic plan that is aligned with the District Strategic Plan. These plans address the achievement of each student. The plans are formulated in accordance with a schedule established by the District, support the District's strategic plan, and are specific to the academic achievement of each student served by the campus. In addition, the members of the Campus Instructional Improvement Committee advise the principal with regard to curriculum, budgeting, professional learning, staffing, and school organization.

Meetings of the Campus Instructional Improvement Committee are open and scheduled in advance to provide opportunity to parents and community members to attend the meetings. The agenda is posted on the campus prior to the meeting. Minutes of the meetings are posted and distributed to Committee members. Copies are available upon request.

CIIC Definitions

Classroom Teacher

A classroom teacher is defined as a campus-based staff person whose primary responsibility is the classroom instruction of students. This definition includes itinerant teachers and teachers who have other assigned responsibilities. It does not include other campus-based staff whose primary roles are support oriented, such as counselors, diagnosticians, nurses, and librarians.

Parent

On the Campus Instructional Improvement Committee, a parent is defined as a person who is not a District employee and who is a parent or standing in parental relation to a student enrolled on that campus.

Community Member

On the Campus Instructional Improvement Committee, a community member is defined as an adult who

resides or owns a business in the campus attendance area who is neither a parent of a child enrolled in the school nor a District employee.

Business Representative

On the Campus Instructional Improvement Committee, a business representative may or may not reside in the District, and the business that is represented may or may not be located in the District.

Representation on the Campus Instructional Improvement Committee

The committee shall be composed of a general membership as follows:

- Not less than two-thirds of the professional employees serving on the committee shall be classroom teachers.
- The remaining employee members shall be nonteaching professional employees.
- Two parents shall serve on the committee.
- Two community members shall serve on the committee.
- Two business representatives shall serve on the committee.
- A representative from the ancillary and paraprofessional employees, elected by the group he or she represents, may be a member of the committee.
- Committees at high schools may include a junior and senior student representative.

For **elementary schools**, representatives shall be as follows:

- A teacher from each grade level nominated and elected by the teachers of that grade level. Prekindergarten and kindergarten teachers are considered one group.
- A teacher who represents teachers of students with special needs [special education, English Language Learners (ELL), and gifted] who is nominated and elected by that group.
- A teacher who represents teachers not previously listed, e.g., physical education, art, and music, who is nominated and elected by that group.
- A teacher who is the elected teacher representative to the District Education Improvement Committee. This person may serve a dual role and also be a representative from those previously listed.

For **intermediate schools**, representatives shall be as follows:

- A teacher from each academic department (English, mathematics, science, social studies, and electives) who is nominated and elected by the teachers of that department.
- A teacher who represents teachers of students with special needs [special education and English Language Learners (ELL),] who is nominated and elected by that group.
- A teacher who is the elected teacher representative to the District Education Improvement Committee. This person may serve a dual role and also be a representative from those previously listed.

For **high schools**, representatives shall be as follows:

- A teacher from each academic department (English, mathematics, science, social studies, fine arts, foreign language, career and technical education, and physical education) who is nominated and elected by the teachers of that department.
- A teacher who represents teachers of students with special needs [special education and English Language Learners (ELL),] who is nominated and elected by that group.

- A teacher who is the elected teacher representative to the District Educational Improvement Committee. This person may serve a dual role and also be a representative from those previously listed.

If the preceding positions do not exist on a campus, membership is adjusted by the principal to meet the requirements of CCISD School Board Policy.

Election

Teacher Representatives/Other Professionals

Nominated employees give their consent to serve on the CIIC before they are eligible for election. Election of the CIIC is held prior to the beginning of each school year. If multiple employees are nominated to represent a grade level/department, the principal shall conduct a vote utilizing written ballots at a faculty meeting type setting. The employee receiving the majority of votes will serve as the CIIC grade level/department representative.

Parents, Community Members, and Business Representatives

Parents, community members, and business representatives who serve on the Campus Instructional Improvement Committee are selected at the beginning of each school year. Principals will widely communicate, either on the school website or through other electronic means, that positions on the CIIC are available. Principals will utilize an application form similar to those used by the District. Following receipt of the names of all interested individuals representatives are selected randomly for each available position.

Parents, community members, and business representatives wishing to serve on the CIIC submit their names to the Principal’s Office by at the beginning of each year. Following receipt of the names of all interested individuals representatives are selected randomly for each available position.

Term

Members of the CIIC serve two-year staggered terms. After the initial election, teaching and non-teaching elected CIIC members draw separate lots for terms, ensuring that the proper balance of two-thirds teaching and one-third non-teaching staff is maintained.

Vacancy

If a member is unable to continue serving on the CIIC for the remainder of his/her elected term, a special election is held in that grouping. If a community member, business representative or parent is unable to fill his/her term, the CIIC appoints a new member to serve the remainder of the term.

Meetings

The principal serves as the chair of the CIIC; or at the principal’s discretion, the principal may designate a chair of the CIIC. The chairperson works with the principal to develop the agenda and facilitate the meetings. The CIIC establishes procedures for community input provided it is within the scope of the responsibility for the Campus Instructional Improvement Committee. The CIIC schedules a minimum of four meetings per year. The chairperson is responsible for keeping records of the meetings.

Role of the CIIC

The role of the Campus Instructional Improvement Committee is to assist the principal in the following six areas as outlined below:

Campus Strategic Plan and Annual Action Plan Review

The primary responsibility of the Campus Instructional Improvement Committee is review the campus strategic plan and align annual, action plans to improve student achievement and campus operations. This includes professional learning necessary to implement action plans.

Curriculum

The Campus Instructional Improvement Committee assists the principal with regard to recommendations for the improvement of District curriculum to enhance and improve student learning.

Budgeting

The Campus Instructional Improvement Committee assists the principal in prioritizing the allocation of financial resources to attain the campus goals.

Staffing Patterns

The Campus Instructional Improvement Committee develops criteria to use in the selection of new employees, including the principal, to meet the unique needs of the students.

School Organization

The Campus Instructional Improvement Committee assists the principal in the organization of the school to enhance student achievement.

Professional Learning

The Campus Instructional Improvement Committee assists the principal in creating professional learning plans to achieve District and campus goals.

Waivers**Waivers****Maximum Class Size Waiver**

This local waiver allows for the District to maintain an elementary class size that exceeds 22:1 in Grades K-4 and must be submitted to the Board of Trustees for final approval.

Requirements for Submitting Expedited and General State Waiver Requests**Professional Learning Waiver**

The waiver allows for the District to use up to three instructional days for the purpose of professional learning. The District is currently identified as a District of Innovation and is not required to submit this waiver request to the state.

Reading/English Language Arts; Mathematics; Science; and/or Social Studies Professional Learning Waiver

The waiver allows the District to use up to two instructional days for the purpose of training staff in the core curriculum subjects. The District is currently identified as a District of Innovation and is not required to submit this waiver request to the state.

Professional Learning through Participation in Eligible Conference Waiver

The waiver allows the District use one instructional day for the purpose of training staff at a selected conference.

Early Release Waiver

The waiver allows the District to conduct school for less than seven hours for a maximum of six days of student instruction. The District is currently identified as a District of Innovation and is not required to submit this waiver request to the state.

Modified Schedule/State Assessment Testing Days Waiver

The waiver allows for the District to modify the schedule of classes on state assessment testing days during the current school year to reduce interruptions during testing periods. This waiver must be submitted for approval annually. The Department of Assessment and Evaluation collaborates with the campus principal in the development of this waiver.

Appeal Procedure for Denial of Waiver Request

If the campus requests a waiver from state law, District policies, administrative regulations, and/or District procedures and the waiver is denied by a level in the approval process; the campus, if the principal concurs, has the right to appeal the decision to the next highest level identified in the specific guidelines. In all cases, the Board of Trustees is the final level of appeal.

Guidelines for Implementation**Collaboration with Schools, District Office Staff, and Colleagues**

Principals are expected to communicate in a timely manner with the appropriate Assistant Superintendent to inform the District staff of proposed initiatives. It is the responsibility of the campus to initiate the contact and to make the Assistant Superintendent aware of proposals.

The District staff are expected to communicate in a timely manner with schools before a change of direction or new policy and procedures are implemented to provide an opportunity for those people, who are affected by the change, to be part of the decision-making process.

Use of Effective Research/Assessment Data

By using effective research or other successful practices to support change, it is much easier for others to understand what is contemplated. The instructional directors and the coordinators are available to provide campuses with information regarding recent research and successful practices.

The evaluation component refers to how the school or District staff determines, upon completion, if the new idea is successful.

Alignment with District Strategic Plan

All campus strategic plans and programs must be aligned to the District strategic plan.

Campus Ad Hoc Committees

The principal may appoint ad hoc committees to make suggestions and recommendations.

Need for Assistance

If a Campus Instructional Improvement Committee is in need of guidance or assistance in CIIC process, including areas addressed in this plan, the appropriate Assistant Superintendent is to be contacted. The Assistant Superintendent secures the appropriate resources and staff to assist the campus.

Training

The District provides appropriate training in the implementation of the Campus Instructional Improvement process. This includes training in the fundamentals of the District's procedures as well as training specific to identified roles in the process.

Training is ongoing to ensure that stakeholders are adequately informed and provides updates as changes occur at the state or local level.

Guidelines for District/Campus Strategic Planning

Annual Review/Ongoing Planning

Both the District and campus strategic plans are derived from the District's beliefs, core values, mission, objectives strategies and tactics. The District and campus strategic plans are established collaboratively at times established by the District. Strategic plans are reviewed annually and throughout the year to ensure that plans are responsive to the needs of each student and are data informed.

Annually, a timeline is established for the review of District and Campus Strategic Plans. The timeline is a guide for the process from initial development through final approval by the Board of Trustees. This timeline listed below provides a suggested process and timeframe to follow to meet annual planning expectations:

Date	Action
March	Comprehensive Needs Assessment process begins
April	Utilize CNA results to determine professional learning needs
May	CIIC begins review of campus strategic plan and professional learning plan As a component of campus strategic plan review, the CIIC reviews draft campus budget for coming year
July-August	District and campus administrators revise district strategic plan and campus strategic plan Draft community based accountability information received School Board develops Superintendent's Targets for coming school year
August-September	CIIC finalize revisions to campus strategic plan (including addition of Superintendent's Targets as needed) First DEIC Meeting to review revisions to District strategic plan
October	Campus strategic plan due to Assistant Superintendent for Elementary Education and Assistant Superintendent for Secondary Education District strategic plan and specific result statements submitted to the School Board

November	CIIC conducts campus safety review
January	Instructional adjustments made for students in need of academic intervention
February- March	Mid-year evaluation of <u>District strategic plan /campus strategic plan</u> CIIC administers District Parent Involvement and Employee Climate Surveys for CNA

Each member of the District/Campus Instructional Improvement Committee is involved in the review of the plan. Campuses have the ability to identify campus-specific tactics or action plans, provided they are based upon data that affect each student.

The **Components of the District/Campus Plans** include:

Comprehensive Needs Assessment: an analysis of data such as, but not limited to, student achievement on state assessments, norm-referenced tests, results of surveys, projected needs, and other local measures.

Mission Statement: a concise statement of purpose or function of the organization which sets a broad standard by which the activities of the District may be consistently guided over time.

Strategies: as a component of the strategic plan the District identifies the means for accomplishing the mission. District and campus strategies are identical.

Tactics: as a component of a campus or department strategic plan the campus/department identifies the outcomes for accomplishing the mission, District strategies.

Professional Learning: each District/campus plan should include the necessary training to accomplish the outcomes desired in the plan. The Learning Forward Standards for Professional Learning are to be followed when designing and implementing all professional learning.

Plan for the Evaluation of the Annual Performance Objectives: outlines how the District/campus measure whether or not it attained the annual improvement objectives.

Timeline: a specific date should be projected for the initiation and completion of each goal or task under each objective.

Responsibility: the person who is held accountable for the accomplishment of a specific activity or action and who monitors its impact on the attainment of the annual improvement objectives has primary responsibility.

Comprehensive Needs Assessment (CNA) Procedures

Immediately prior to the development/revision of the District/Campus Strategic Plan, the DEIC/CIIC will complete the comprehensive needs assessment process. The District/Campus Texas Academic Performance Report (TAPR) is the starting point for conducting the CNA, but many other local data sources are to be used including the Community Based Accountability System.

The following procedures are to be utilized in completing the CNA process:

- 1) The principal or designee should utilize the TAPR and other relevant data sets to complete the CNA template.
- 2) The completed template is then provided to the CIIC at a regularly scheduled meeting for review and discussion by the CIIC.
- 3) Utilizing the data in the CNA template the following questions should be answered during the course of the CIIC meeting:
 - What does the data show to be the strengths and needs of the campus specifically related to student achievement, parental involvement, and staffing patterns?
 - Where do achievement gaps exist between the various student groups?
 - Is additional data needed to make a more informed decision?
 - What resources are available and how can these resources be used more effectively?
 - What additional resources may be needed to address areas of need?
 - What specific strategies can be used to address the areas of need?
- 4) The responses to the above questions and the data included in the CNA template are then used to revise the Campus Strategic Plan.

Design and Implementation of Intervention Strategies

All major intervention programs are expected to have well-developed plans for implementation. Listed below are the standard items that are to be considered prior to the implementation of a District or campus-based intervention:

1. The intervention relates to a documented District or campus need identified through the comprehensive needs assessment (CNA) process—current situation had been assessed, diagnosed, and analysis data collected and considered in the selection of the intervention.
2. There is evidence that a problem has been identified from data analyses, several alternatives proposed and examined, and one of the better alternatives to address the problem selected.
3. A formal plan with goals and measurable objectives is in place to address the identified problem. Documentation exists to define the purpose of the intervention, why it addresses the system need/problem, and how it will impact student achievement. A plan for design, deployment, and implementation of the intervention is in place.

4. Evidence exists that a strong deployment approach was designed, including identification of staff proficiencies needed to implement the intervention, appropriate staff development around the proficiencies, and a clear communication plan for appropriate audiences.
5. Human, material, and fiscal resources needed to initiate the intervention (short-term) and to sustain the intervention (long-term) are identified and in place.
6. Formative feedback and summative evaluation criteria are identified and are tied to intervention goals, objectives, and expectations.
7. A plan for monitoring the ongoing deployment and implementation of the intervention is in place and involves appropriate individuals to carry out this plan.

The impact of a District or campus-based program or intervention is to be evaluated used the following minimum standards:

1. The formal plan, with goals, measurable objectives, and processes, is in place and is being implemented.
2. Implementation of the intervention is both strategic and purposeful. The staff proficiencies needed to implement the intervention are clearly defined. Appropriate staff development based on these proficiencies takes place every year as new personnel are hired and as additional needs are identified. Continued goals for implementing the intervention and frequent progress reports are clearly communicated to all appropriate personnel.
3. The human, material, and fiscal resources needed to initiate and sustain the intervention are identified and allocated.
4. Feedback from formative and summative evaluations that are tied to intervention goals, objectives, and expectations are systematically administered.
5. Monitoring implementation of the intervention is taking place; responsibilities and procedures for monitoring are clearly defined and assigned to the appropriate individuals to carry out this plan.
6. The intervention is being modified and adjusted as needed, based upon monitoring of formative and summative evaluation data, to ensure continued quality control.

In addition to the minimum standards listed above, the District regularly conducts detailed program evaluations to determine the cost-benefit of District or campus-based programs or interventions.

Developing/Revising the District/Campus Plan

CCISD School Board Policy BQA/BQB (Local) requires both the District and campuses develop, evaluate, and revise an annual campus strategic plan. The information that follows details the procedures that the District Education Improvement Committee and all Campus Instructional Improvement Committees will follow.

Procedures

1. Review the District strategic plan components as a team to clearly understand the strategic direction of the District.
2. Examine each component of the campus strategic plan including the school mission statement, school objectives, and school tactics.
3. Using all available achievement data complete the comprehensive needs assessment described on the preceding pages.
4. Review the implementation schedule for each action plan within the campus strategic plan.
5. Identify the tactic or action plan that is most high leverage or would provide the greatest positive impact on the school.
6. Determine the critical attributes and vision for this one tactic/action plan.
7. Create a cycle of continuous improvement for this one tactic/action plan.
8. Complete a KASAB for this one tactic/action plan.
9. Revised the one tactic/action plan based on the learning gained from each of these processes listed above.
10. Review all remaining action plans for implementation during the coming year and record these in the district provided template.
11. Review and discuss the required initiatives/activities checklist, ensuring that adequate plans are in place to accomplish these required items.
12. Upon completion of the campus strategic plan, the full CIIC should reach consensus on the completed plan.
13. The principal will then submit the completed campus strategic plan to the appropriate assistant superintendent according to the timeline listed in this guide.

Ongoing Evaluation of the District Action Plans

After the formal approval of the district actions plans by the CCISD Board of Trustees in October, the CIIC is to complete a mid-year evaluation of the campus strategic plan. This mid-year evaluation is to be completed at the February/March meeting of the CIIC.

**Level I: Characteristics of Quality Planning Audit Criteria
Design, Deployment, and Delivery**

No.	There is evidence that...	Internal Rating	
		Adequate	Inadequate
1.	Policy Expectations: The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed.		
2.	Vision/Direction: Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered future changes in the organizational context.		
3.	Data-driven: Data influence the planning and system directions/initiatives.		
4.	Budget Timing: Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.		
5.	Day-to-Day Decisions: Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.		
6.	Emergent/Fluid Planning: Leadership is able to adjust discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).		
7.	Deliberate Articulated Actions: Staff are involved in a purposeful way through such efforts as school/unit improvement planning, professional development councils, and district task forces that are congruent with the articulated direction of the system or system initiatives.		
8.	Aligned Professional Development: Professional development endeavors are aligned to system planning goals and initiatives.		

**Level II: Characteristics of District-wide Plan Quality for
Design, Deployment, and Delivery**

Characteristics	Internal Rating	
	Adequate	Inadequate
1. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. Moreover, the goals and objectives are clear and measurable.		
2. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.		
3. Change Strategies: The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).		
4. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).		
5. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.		

Characteristics	Internal Rating	
	Adequate	Inadequate
6. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed.		
7. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.		
Total		
Percentage of Adequacy		
*Partial ratings are tallied as inadequate.		
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Level III: Characteristics of Department and School Improvement Plan Quality for Design, Deployment, and Delivery

Characteristics	Internal Rating	
	Adequate	Inadequate
1. Congruence and Connectivity: Goals and actions are derived from, explicitly linked to, and congruent with the district plan’s goals, objectives, and priorities.		
2. Reasonable and Clear: The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable.		
3. Emergent/Fluid: The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.		
4. Change Strategies: The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).		
5. Deployment Strategies: The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, professional learning on the proficiencies needed to bring about the change, communication regarding planned change).		
6. Integration of Goals and Actions: All goals and actions in the plan are interrelated and congruent with one another.		
7. Evaluation Plan and Implementation: There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed.		
8. Monitoring: Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.		
Total		
Percentage of Adequacy		
*Partial ratings are tallied as inadequate.		
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