College Station ISD

Creek View Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

CV Mission: To create a safe community where all students learn and grow.

Vision

CV Vision: For us to live out our mission, we have to become a school that

Works as collaborative teams
Purposefully connects with all stakeholders
Engages all students in meaningful Social Emotional Learning
Promotes a safe learning environment by teaching and enforcing campus and classroom expectations
Encourages and celebrates student growth
Engages in Professional Development to implement best practices
Utilizes data to ensure that all students are learning and receiving the support they need

Collective Commitments

Collective Commitments:

Engage in professional meetings to enhance our professional skills.

Come prepared to meetings and be willing to share instructional strategies and collaborate.

Understand that kids are "our" kids, and we will collaborate to make ALL students successful.

We will use common assessments to monitor student progress and learning.

We will celebrate with students.

Provide parents with resources, strategies, and information to help students succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Creek View Elementary will be starting its 16th year in 2024-2025 with an enrollment of 458 students. In addition to grades K-4, Creek View has two Head Start and two Pre-K classes. 80% of the students at Creek View are from the surrounding neighborhoods, and 20% are either residents of Southgate Village Apartments or attend Creek View for one of our specialized programs. Our student population comprises 8.7% Asian, 22.2% African American, 24.2% Hispanic, 3.7% more than one race, and 41% Caucasian students. 6.05% of students are Emergent Bilingual. 59% of students are economically disadvantaged. 25% of students at Creek View are served in Special Education. Creek View served 9% of our students this past school year through a pull-out GT program.

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Gender		
Female	214	46.72%
Male	244	53.28%
Ethnicity		
Hispanic-Latino	111	24.24%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	40	8.73%
Black - African American	102	22.27%
Native Hawaiian - Pacific Islander	0	0.00%
White	188	41.05%
Two-or-More	17	3.71%

| School Population (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Student Total	**458**	**100%**
Early Education Grade	6	1.31%
Pre-Kindergarten Grade	62	13.54%
Kindergarten Grade	86	18.78%
1st Grade	79	17.25%
2nd Grade	71	15.50%
3rd Grade	77	16.81%
4th Grade	77	16.81%

Student Programming

Creek View has an Adaptive Behavior, CASL, and ECSE classroom. These classes provide students with differing needs the specific support that they need to be successful. 6.9% of students are Emergent Bi-lingual. 5.2% of students are identified as dyslexic. 58% of students are economically disadvantaged. 20% of students at Creek View are served in Special Education. Creek View served 6.7% of our students this past school year through a pull-out GT program.

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Dyslexia	24	5.24%
Gifted and Talented	31	6.77%
Regional Day School Program for the Deaf	0	0.00%
Section 504	16	3.49%
Special Education (SPED)	92	20.09%
Bilingual/ESL		
Emergent Bilingual (EB)	32	6.99%
Bilingual	0	0.00%
English as a Second Language (ESL)	26	5.68%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	3	0.66%

Economic Disadvantage	Count	Percent
Economic Disadvantage Total	265	57.86%
Free Meals	244	53.28%
Reduced-Price Meals	21	4.59%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	8	1.75%
Shelter	0	0.00%
Doubled Up	8	1.75%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	6	1.31%
Is Unaccompanied Youth	2	0.44%

Behavior, Teacher Retention and Experience, Community Partnerships

Creek View has seen decreased behavior incidents that resulted in a processed referral. In the 22-23 school year, there were 207 behavior referrals, and in the 23-24 school year, there were 104 behavior referrals. The usage of incidents that resulted in in-school suspension decreased from 35 incidents in 22-23 to 11 incidents in 23-24. For the 24-25 school year, Creek View was able to retain 100% of teachers. 1 Teacher transitioned from the classroom to the MTSS coordinator, and that vacancy was filled by one of our year-long resident teachers. Of the 19 para-professionals, Creek View had four resign.

Teacher FTE Percentage by Years of Experience for 2023 – 2024   ☰ Print/Download

Over 20 Years of Experience: 13.7%

1 – 5 Years of Experience: 24.9%

11 – 20 Years of Experience: 34.2%

6 – 10 Years of Experience: 24.6%
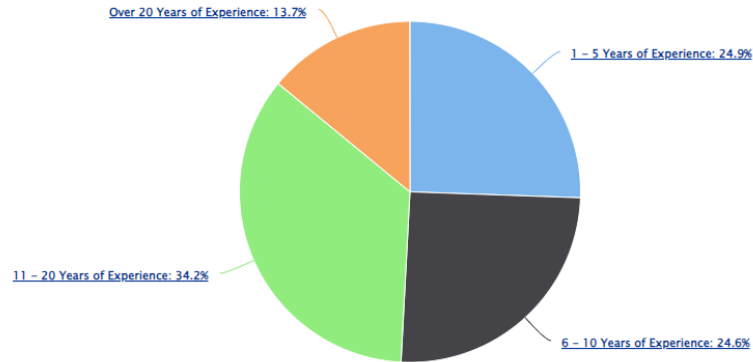
There are two organizations that partner with our school to volunteer and provide needs for our students (Youth Impact and Salt City Church).

Creek View's Attendance is represented in the table below.

Do We Have Students that are Close to Being Chronically Absent?

The students and their level of chronic absence.
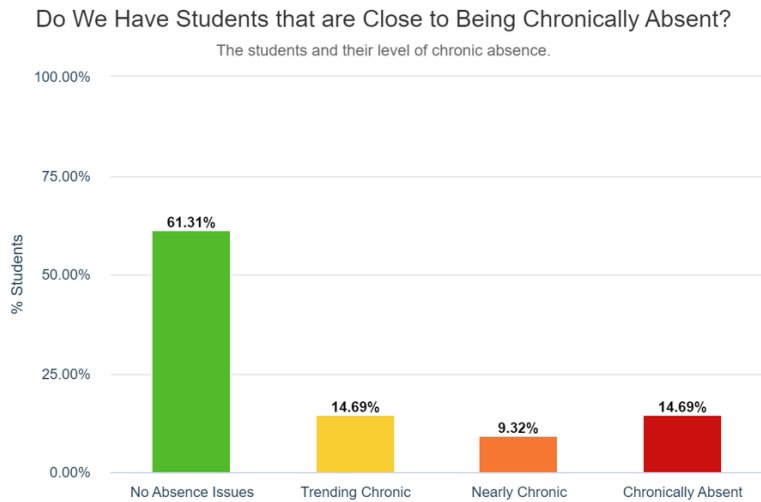
Demographics Strengths

- The number of student discipline referrals is decreasing.
- The retention rate of staff is high.
- The use of ISS and OSS have decreased.
- We have added community partnerships to help volunteer at the school.
- Nearly 50% of our teaching staff has more than 10 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We had 14.69% of students who would be considered chronically absent. A student is considered chronically absent when their attendance falls below 90%.   **Root Cause:** Lack of structure for communicating with parents about attendance.

Problem Statement 2 (Prioritized): The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%.   **Root Cause:** Students have not mastered the necessary skills to score at the meets level.

Problem Statement 3 (Prioritized): The percentage of African American students who scored at the meets or above level for Math STAAR was 21%.   **Root Cause:** Students have not mastered the necessary skills to score at the meets level.

Problem Statement 4 (Prioritized): The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state.   **Root Cause:** Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.

Student Learning

Student Learning Summary

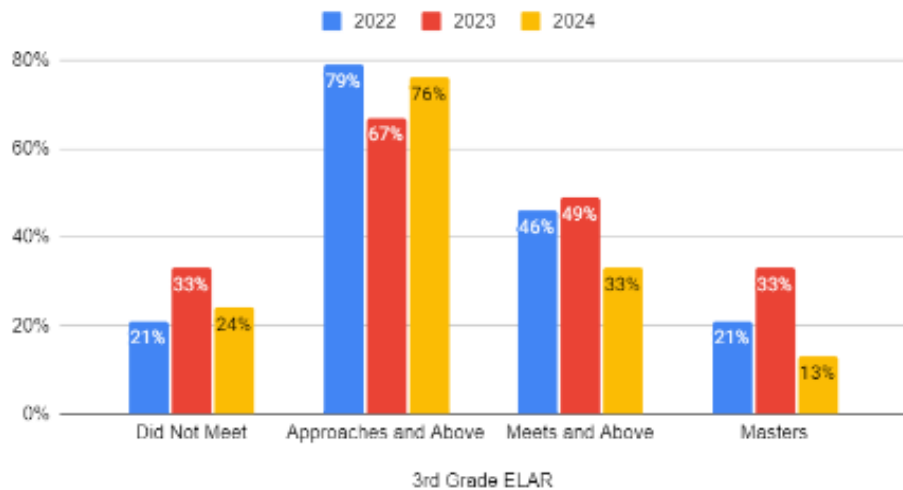State Accountability Data

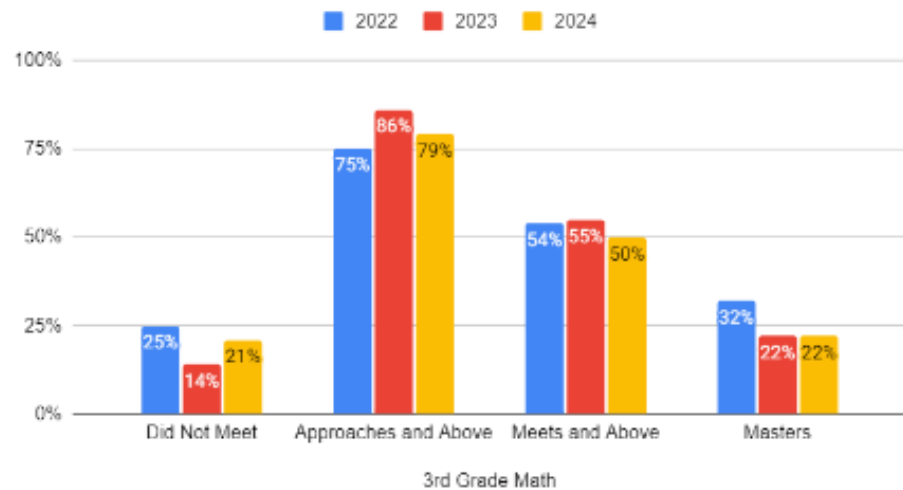| Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard												
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpE (Form
Reading 2023-27 Interim	46	34	39	59	44	73	46	55	37	37	35	26	38
Reading 2028-32 Next Interim	55	45	49	66	53	78	55	63	48	48	46	38	48
Reading 2038 Long Term	73	67	70	80	72	87	73	78	69	69	68	63	69
Reading 2023 (TEAL Data)	44	21	21	57	.	57	.	60	27				
Reading 2024	45	16	32	54		58		100	27	25	23	15	57
	(65)	(4)	(8)	(43)		(7)		(3)	(22)	(3)	(15)	(6)	(4)
	(144)	(25)	(25)	(79)		(12)		(3)	(81)	(12)	(65)	(39)	(7)
Points	1	0	2	0	0	1	0	0	0	0	0	0	0
Met Minimum Size	Yes	Yes	Yes	Yes	NR	Yes	NR	No	Yes	Yes	Yes	Yes	No
Mathematics 2023-27 Interim	49	33	44	60	47	82	51	55	42	45	40	29	45
Mathematics 2028-32 Next Interim	58	44	53	67	56	85	59	63	52	54	50	41	54
Mathematics 2038 Long Term	75	67	72	80	74	91	76	78	71	73	70	65	73
Mathematics 2023 (TEAL Data)	54	29	41	65	.	57	.	60	40				
Mathematics 2024	60	20	44	72		83		100	42	58	40	21	71
	(86)	(5)	(11)	(57)		(10)		(3)	(34)	(7)	(26)	(8)	(5)
	(144)	(25)	(25)	(79)		(12)		(3)	(81)	(12)	(65)	(39)	(7)
Points	3	0	3	3	0	3	0	0	3	0	0	0	0
Met Minimum Size	Yes	Yes	Yes	Yes	NR	Yes	NR	No	Yes	Yes	Yes	Yes	No
												Total Academic Achiev	

Student Growth

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	S (Fo
Reading (2023-27) Interim	64	59	62	68	62	80	62	67	61	62	60	50	
Reading (2028-32) Next Interim	74	69	72	77	72	85	72	76	71	72	70	60	
Reading (2038) Long Term	94	89	92	95	92	95	92	95	91	92	90	80	
Reading Previous Year Rate (TEAL Data)	61	50	64	61	.	.	.	106	53				
Reading Growth Score	71 / (44.5 / 63)	36 / (2.5 / 7)	67 / (8.0 / 12)	76 / (28.2 / 37)		80 / (4.8 / 6)		100 / (1.0 / 1)	57 / (18.2 / 32)	60 / (4.2 / 7)	52 / (12.5 / 24)	59 / (8.8 / 15)	
Points	3	0	3	3	0	0	0	0	2	0	0	0	
Met Minimum Size	Yes	No	Yes	Yes	NR	NR	NR	No	Yes	No	Yes	Yes	
Mathematics (2023-27) Interim	69	61	68	74	69	88	70	71	66	69	65	58	
Mathematics (2028-32) Next Interim	78	71	77	81	78	90	78	79	76	78	75	68	
Mathematics (2038) Long Term	95	91	95	95	95	95	95	95	95	95	95	88	
Mathematics Previous Year Rate (TEAL Data)	56	31	50	66	.	.	.	81	41				
Mathematics Growth Score	70 / (44.0 / 63)	21 / (1.5 / 7)	50 / (6.0 / 12)	81 / (30.0 / 37)		92 / (5.5 / 6)		100 / (1.0 / 1)	58 / (18.5 / 32)	57 / (4.0 / 7)	54 / (13.0 / 24)	47 / (7.0 / 15)	
Points	3	0	0	3	0	0	0	0	2	0	0	0	
Met Minimum Size	Yes	No	Yes	Yes	NR	NR	NR	No	Yes	No	Yes	Yes	

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3rd Grade ELAR STAAR Data

Legend: 2022 (blue), 2023 (red), 2024 (yellow)

3rd Grade ELAR	2022	2023	2024
Did Not Meet	21%	33%	24%
Approaches and Above	79%	67%	76%
Meets and Above	46%	49%	33%
Masters	21%	33%	13%

3rd Grade Math STAAR Data

Legend: 2022 (blue), 2023 (red), 2024 (yellow)

3rd Grade Math	2022	2023	2024
Did Not Meet	25%	14%	21%
Approaches and Above	75%	86%	79%
Meets and Above	54%	55%	50%
Masters	32%	22%	22%

4th Grade ELAR STAAR Data

Legend: 2022 (blue), 2023 (red), 2024 (yellow)

4th Grade ELAR	2022	2023	2024
Did Not Meet	29%	21%	17%
Approaches and Above	71%	79%	83%
Meets and Above	51%	46%	54%
Masters	36%	21%	26%

4th Grade Math STAAR Data

Legend: 2022 (blue), 2023 (red), 2024 (yellow)

4th Grade Math	2022	2023	2024
Did Not Meet	22%	35%	17%
Approaches and Above	78%	65%	83%
Meets and Above	58%	49%	66%
Masters	36%	28%	29%

Percent Meeting Normative Growth by Ethnicity and Beginning Grade

Select a cell within the table to view grade and student level information within that grouping

0.00

	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	White	Row Summa⋯
K	57.1%	43.7%	41.1%	0%	38.8%	41.5%
4	83.3%	57.1%	64.2%	50%	69.0%	67.6%
3	40%	41.1%	80%	0%	52.7%	52.1%
2	42.8%	58.3%	54.1%	0%	56.0%	53.6%
1	25%	5.55%	18.7%	50%	28.1%	22.3%

Only 1 Multi-Ethnic Student in Kinder, 2nd and 3rd

Reading Map Growth

Percent Meeting Normative Growth by Ethnicity and Beginning Grade

Select a cell within the table to view grade and student level information within that grouping

0.00

	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	White	Row Summary
K	57.1%	31.2%	33.3%	0%	44.4%	39.7%
4	33.3%	42.8%	64.2%	100%	73.8%	66.1%
3	100%	82.3%	90%	100%	72.2%	79.7%
2	28.5%	45.4%	62.5%	100%	80%	63.2%
1	25%	27.7%	43.7%	66.6%	56.2%	46.0%

Only 1 Multi-Ethnic Student in Kinder

Math Map Growth

Percent Meeting Normative Growth by Ethnicity and Beginning Grad

Selected Growth

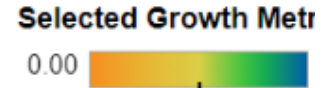Select a cell within the table to view grade and student level information within that grouping

0.00

	Asian	Black or African American	Hispanic or Latino	Multi-ethnic	White	Row Sum
4	66.6%	42.8%	46.1%	100%	68.2%	62.3%
3	40%	64.7%	80%	0%	58.3%	60.8%
2	85.7%	54.5%	62.5%	100%	66.6%	65.6%

Only 1 Multi-Ethnic Student in 3rd Grade

Science Map Growth

Student Learning Strengths

The percentage of students who met grade level or above in math saw growth in the following demographic groups.

- All students (+6)
- Hispanic (+4)
- White (+7)
- Asian (+26)
- High Focus Group (+2)

The percentage of students who met grade level or above in ELAR saw growth in the following demographic groups.

- All students (+1)
- Hispanic (+11)
- Asian (+1)

The following groups increased the percentage of students showing growth from 3rd grade Staar to 4th Grade Staar.

- Reading
  - All Students (+10)
  - Hispanic Students (+3)
  - White Students (+15)
  - High Focus (+4)
- Math
  - All Students (+14)
  - White Students (+15)
  - High Focus (+17)

On Map Growth Reading, Math and Science 2nd, 3rd and 4th grade had more than 50% of students meet normative Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We had 14.69% of students who would be considered chronically absent. A student is considered chronically absent when their attendance falls below 90%.   **Root Cause:** Lack of structure for communicating with parents about attendance.

Problem Statement 2 (Prioritized): The number of students in 3rd grade ELAR that scored meets or above was 33% and the number of students that scored at the masters or above was 13%. Both are below the district average and lower than the previous year.   **Root Cause:** Students need additional time and support to learn the essential standards to meet grade-level expectations.

Problem Statement 3 (Prioritized): The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%.   **Root Cause:** Students have

not mastered the necessary skills to score at the meets level.

Problem Statement 4 (Prioritized): The percentage of African American students who scored at the meets or above level for Math STAAR was 21%. **Root Cause:** Students have not mastered the necessary skills to score at the meets level.

Problem Statement 5 (Prioritized): The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state. **Root Cause:** Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.

Problem Statement 6 (Prioritized): 22% of students in 1st grade met the normative growth projection on Map Reading Growth. **Root Cause:** Students in 1st grade have not mastered the necessary skills to meet normative growth.

School Processes & Programs

School Processes & Programs Summary

Personnel Procedures (new hires, struggling teachers):

The New Teacher Mentor program for new teachers is often not enough and difficult for classroom teachers that are mentors. A non-classroom teacher can support teachers a little bit more. Clarity for who should support struggling teachers is needed. Teachers that are new hires, but not new teachers still need support, especially when transitioning into our district. Based on the staff survey, some new hires feel it difficult to connect with established teachers.

Programs & Opportunities for Students:

Staff feedback shows that Gators in the Park was a successful implementation. Multiple enrichment opportunities took place this year. Kindergarten held parent night to teach phonics. The staff has many ideas for parent involvement including Literacy Cafe, Science Night, Career Day, STEM Night, coming into the classroom to see how kids are learning math and phonics. Gator Kids had 80+ student participants and met once a week, as well as several weekend opportunities to serve the community.   With the success of the program, we want to continue to meet the needs of our students by giving them opportunities afterschool to engage in learning about service, academic behaviors, mentoring, and leadership in school.

Curriculum, Instruction, & Assessment:

The Creek View Guiding Coalition was created this year. Enrichment was expanded to provide access to all kids.

School Processes & Programs Strengths

Outreach on the campus is desired. Gators in the Park and Gator Kids are strong programs that the campus staff wants to continue. The staff hopes for even more outreach opportunities.

Clifton Strengths knowledge is a consistent tool that teachers feel is helpful and could contribute to less turnover.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We had 14.69% of students who would be considered chronically absent. A student is considered chronically absent when their attendance falls below 90%.   **Root Cause:** Lack of structure for communicating with parents about attendance.

Problem Statement 2 (Prioritized): There is limited feedback from parents and students on how their perception of the school.   **Root Cause:** There are a lack of systems in place to record feedback from parents and students.

Problem Statement 3 (Prioritized): Teachers feel like there is a lack of vertical planning.   **Root Cause:** There isn't a system in place for vertical planning.

Problem Statement 4 (Prioritized): Struggling teachers and new teachers need more connection and support.   **Root Cause:** Our coaching plan needs to be improved and we coaches needs additional support in helping develop teachers.

Problem Statement 5: Lack of awareness of safety protocols.   **Root Cause:** The safety procedures and protocols are not explained with enough detail.

Problem Statement 6 (Prioritized): Few opportunities for parents to engage in events around student learning.   **Root Cause:** Events are not planned and provided for parents.

Problem Statement 7 (Prioritized): Teachers and administrators need additional learning and support to be effective and efficient as a collaborative team.   **Root Cause:** Unclear structures and procedures.

Perceptions

Perceptions Summary

Perception of Culture and Belonging: (Students, Staff, and Family)

The staff describes the school as a strong supportive collaborative community.

Perception of Learning Environment:

Being student-centered is vital to our culture.

The staff would like to expand the staff survey to include more questions about the learning environment instead of just culture.

Perception of Support for Teachers: (Admin and Faculty)

Staff feel supported and valued but there are opportunities for improvement for new staff.

Engagement of Stakeholders (Students, Teachers, Parents, and Community Members) in Vision, Mission, Goals, etc…

There is no evidence of feedback from parents and community members.

Parents want to be involved but don't know how, but need additional opportunities to learn how to engage with their students in learning.

Level of Support from our Community:

Our community is very supportive (Salt City, Youth Impact, High school mentors, Marcos Pizza).

Perceptions Strengths

1. Staff feels supported by the administration and team members.
2. Family-like, diverse, and student-centered culture.
3. High staff retention.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is limited feedback from parents and students on how their perception of the school.   **Root Cause:** There are a lack of systems in place to record feedback from parents and students.

Problem Statement 2 (Prioritized): Teachers feel like there is a lack of vertical planning.   **Root Cause:** There isn't a system in place for vertical planning.

Problem Statement 3 (Prioritized): Without the Gator Kids program, students did not feel a sense of belonging, ownership, or opportunity for student leadership on campus.   **Root Cause:** We haven't had an organization on our campus to help build leadership capacity and belonging amongst students.

Priority Problem Statements

Problem Statement 1: We had 14.69% of students who would be considered chronically absent. A student is considered chronically absent when their attendance falls below 90%.
Root Cause 1: Lack of structure for communicating with parents about attendance.
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: 22% of students in 1st grade met the normative growth projection on Map Reading Growth.
Root Cause 2: Students in 1st grade have not mastered the necessary skills to meet normative growth.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: The number of students in 3rd grade ELAR that scored meets or above was 33% and the number of students that scored at the masters or above was 13%. Both are below the district average and lower than the previous year.
Root Cause 3: Students need additional time and support to learn the essential standards to meet grade-level expectations.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%.
Root Cause 4: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: The percentage of African American students who scored at the meets or above level for Math STAAR was 21%.
Root Cause 5: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state.
Root Cause 6: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.
Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: Teachers feel like there is a lack of vertical planning.
Root Cause 7: There isn't a system in place for vertical planning.
Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Struggling teachers and new teachers need more connection and support.

Root Cause 8: Our coaching plan needs to be improved and we coaches needs additional support in helping develop teachers.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is limited feedback from parents and students on how their perception of the school.

Root Cause 9: There are a lack of systems in place to record feedback from parents and students.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Problem Statement 10: Teachers and administrators need additional learning and support to be effective and efficient as a collaborative team.

Root Cause 10: Unclear structures and procedures.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Few opportunities for parents to engage in events around student learning.

Root Cause 11: Events are not planned and provided for parents.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Without the Gator Kids program, students did not feel a sense of belonging, ownership, or opportunity for student leadership on campus.

Root Cause 12: We haven't had an organization on our campus to help build leadership capacity and belonging amongst students.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

Goals

Revised/Approved: September 17, 2024

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: By the end of the 24-25 school year, we will see an increase in the effectiveness and efficiency of our instructional and collaborative practices (Agendas, Norms, Instructional Practices, Assessments, and Data Analysis). Evidence of completion of this goal will be measured by 90% of teachers engaging in some level of coaching with the instructional coaches.

Evaluation Data Sources: Observations of collaborative team meetings and teacher feedback

Strategy 1 Details			Reviews			
Strategy 1: Provide foundational learning to guiding coalition members by attending professional development (PLC at Work conference, Map User Conference, etc). Guiding Coalition members will return to campus and share their learning with collaborative teams.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased effectiveness and efficiency of collaborative teams. **Staff Responsible for Monitoring:** Admin and Guiding Coalition Members **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 7 **Funding Sources:** Conference Registration and Associated Travel Costs - 211 Title I, Part A - 6411 - $12,834						

Strategy 2 Details			Reviews			
Strategy 2: Instructional Coaches will be trained and we will create a plan for all teachers to participate in instructional coaching			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in effective teaching practices and student learning. **Staff Responsible for Monitoring:** Coaches and Admin **Problem Statements:** School Processes & Programs 4						

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided time to meet in vertical teams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have a better understanding of the vertical alignment of our curriculum. **Staff Responsible for Monitoring:** Coaches and Admin **Problem Statements:** School Processes & Programs 3 - Perceptions 2	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Teachers feel like there is a lack of vertical planning.   **Root Cause**: There isn't a system in place for vertical planning.
Problem Statement 4: Struggling teachers and new teachers need more connection and support.   **Root Cause**: Our coaching plan needs to be improved and we coaches needs additional support in helping develop teachers.
Problem Statement 7: Teachers and administrators need additional learning and support to be effective and efficient as a collaborative team.   **Root Cause**: Unclear structures and procedures.
Perceptions
Problem Statement 2: Teachers feel like there is a lack of vertical planning.   **Root Cause**: There isn't a system in place for vertical planning.

Goal 2: CSISD will elevate academic outcomes of historically under performing student groups.

Performance Objective 1: By the end of the 24-25 school year, we will increase our the percentage of African American students who are at Meets grade level or above on STAAR by 5% on both Math and Reading.

    High Priority

    Evaluation Data Sources: STAAR Results, Map (BOY, MOY, EOY), Staar Interim, Grade Level CBA's

Strategy 1 Details	Reviews			
Strategy 1: Embed targeted time for intervention and extension within the school day for each grade level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the percentage of students at the Meets or higher level.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: MTSS Coordinator, Reading Coach, and 3rd grade teachers.
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
     Problem Statements: Demographics 2, 3 - Student Learning 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: Hire 3 grade level instructional assistants who will work with small groups of students to provide targeted intervention on areas identified on assessments (Map, CBA's, etc...)	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR results	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Reading Coach, MTSS Coordinator, Grade Level Teachers
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math
     Problem Statements: Demographics 2, 3, 4 - Student Learning 2, 3, 4, 5, 6
     Funding Sources: 3 Instructional Assistants - 211 Title I, Part A - 6125 - $69,454				

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✖ **Discontinue**

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 3: The percentage of African American students who scored at the meets or above level for Math STAAR was 21%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 4: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state. **Root Cause**: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.

Student Learning
Problem Statement 2: The number of students in 3rd grade ELAR that scored meets or above was 33% and the number of students that scored at the masters or above was 13%. Both are below the district average and lower than the previous year. **Root Cause**: Students need additional time and support to learn the essential standards to meet grade-level expectations.
Problem Statement 3: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 4: The percentage of African American students who scored at the meets or above level for Math STAAR was 21%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 5: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state. **Root Cause**: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.
Problem Statement 6: 22% of students in 1st grade met the normative growth projection on Map Reading Growth. **Root Cause**: Students in 1st grade have not mastered the necessary skills to meet normative growth.

Goal 2: CSISD will elevate academic outcomes of historically under performing student groups.

Performance Objective 2: Increase 3rd Grade ELAR STAAR meets percentage by 5%.

   High Priority

   Evaluation Data Sources: TAPR and STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: Grade levels will use collaborative team meetings to identify students who need additional time and support and utilize common intervention time (CHOMP time) to meet the needs of all students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase of students STAAR Scores **Staff Responsible for Monitoring:** MTSS Coordinator, Grade Level Team, Administrators. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2					
Strategy 2 Details		Reviews			
Strategy 2: Purchase and train staff on the use of Scholastic Storyworks to support the growth of reading comprehension and writing proficiency.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students reading and writing proficiency by 5%. **Staff Responsible for Monitoring:** Grade Level Teams, Principal, ELAR/SS Coach, MTSS **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Scholastic Storyworks - 211 Title I, Part A - 6329 - $2,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The number of students in 3rd grade ELAR that scored meets or above was 33% and the number of students that scored at the masters or above was 13%. Both are below the district average and lower than the previous year.   **Root Cause**: Students need additional time and support to learn the essential standards to meet grade-level expectations.

Goal 2: CSISD will elevate academic outcomes of historically under performing student groups.

Performance Objective 3: By the end of 24-25, all grades will show an increase in the percentage of students meeting growth expectations on both Reading and Math Map Growth.

Kinder: Math +5% Reading +5%
1st: Math +5% Reading +5%
2nd: Math +3% Reading +3%
3rd: Math +3% Reading +3%
4th: Math +3% Reading +3%

High Priority

Evaluation Data Sources: MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide all grade levels with supplementary materials and supplies to increase the effectiveness of Tier 1 instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased percentage of students meeting MAP growth in all grades and increased student scores on STAAR. **Staff Responsible for Monitoring:** Admin, Collaborative Teams, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2, 3, 4 - Student Learning 2, 3, 4, 5, 6 - School Processes & Programs 7 **Funding Sources:** Reading Materials - 211 Title I, Part A - 6329 - $5,500, Instructional Materials and Supplies - 211 Title I, Part A - 6399 - $7,765				

Strategy 2 Details		Reviews			
Strategy 2: Hire and train an MTSS Instructional Coach.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased performance of struggling student groups.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal					
Title I: 2.4, 2.6					
Problem Statements: School Processes & Programs 4, 7					
Funding Sources: MTSS Program Resources - 211 Title I, Part A - 6118 - $68,432					

Strategy 3 Details		Reviews			
Strategy 3: Purchase materials for quality professional development to increase the effectiveness of Tier 1 Instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student growth		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and Coaches					
Problem Statements: Demographics 2, 3, 4 - Student Learning 2, 3, 4, 5, 6					
Funding Sources: Reading Materials for Professional Development - 211 Title I, Part A - 6329 - $2,000, General Supplies for Professional Development - 211 Title I, Part A - 6399 - $2,000					

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 3: The percentage of African American students who scored at the meets or above level for Math STAAR was 21%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 4: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state. **Root Cause**: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.

Student Learning
Problem Statement 2: The number of students in 3rd grade ELAR that scored meets or above was 33% and the number of students that scored at the masters or above was 13%. Both are below the district average and lower than the previous year. **Root Cause**: Students need additional time and support to learn the essential standards to meet grade-level expectations.
Problem Statement 3: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.

Student Learning

Problem Statement 4: The percentage of African American students who scored at the meets or above level for Math STAAR was 21%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.

Problem Statement 5: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state. **Root Cause**: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.

Problem Statement 6: 22% of students in 1st grade met the normative growth projection on Map Reading Growth. **Root Cause**: Students in 1st grade have not mastered the necessary skills to meet normative growth.

School Processes & Programs

Problem Statement 4: Struggling teachers and new teachers need more connection and support. **Root Cause**: Our coaching plan needs to be improved and we coaches needs additional support in helping develop teachers.
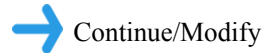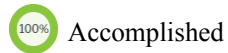
Problem Statement 7: Teachers and administrators need additional learning and support to be effective and efficient as a collaborative team. **Root Cause**: Unclear structures and procedures.

Goal 2: CSISD will elevate academic outcomes of historically under performing student groups.

Performance Objective 4: By the end of the 24-25 school year the percentage of Hispanic students meeting the expected growth on Math STAAR will increase to 55%.

   Evaluation Data Sources: 4th Grade Math STAAR Growth Data

Strategy 1 Details	Reviews			
Strategy 1: Provide all grade levels with supplementary materials and supplies to increase the effectiveness of Tier 1 instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased percentage of students meeting MAP growth in all grades and increased student scores on STAAR. **Staff Responsible for Monitoring:** Admin, Collaborative Teams, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2, 3, 4 - Student Learning 2, 3, 4, 5, 6 - School Processes & Programs 7				

Strategy 2 Details	Reviews			
Strategy 2: Hire and train an MTSS Instructional Coach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased performance of struggling student groups. **Staff Responsible for Monitoring:** Principal	**Nov**	**Jan**	**Mar**	**June**
Title I: 2.4, 2.6 **Problem Statements:** School Processes & Programs 4, 7				

Strategy 3 Details	Reviews			
Strategy 3: Purchase materials for quality professional development to increase the effectiveness of Tier 1 Instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student growth **Staff Responsible for Monitoring:** Administration and Coaches	**Nov**	**Jan**	**Mar**	**June**
Problem Statements: Demographics 2, 3, 4 - Student Learning 2, 3, 4, 5, 6				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%.   **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 3: The percentage of African American students who scored at the meets or above level for Math STAAR was 21%.   **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 4: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state.   **Root Cause**: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.
Student Learning
Problem Statement 2: The number of students in 3rd grade ELAR that scored meets or above was 33% and the number of students that scored at the masters or above was 13%. Both are below the district average and lower than the previous year.   **Root Cause**: Students need additional time and support to learn the essential standards to meet grade-level expectations.
Problem Statement 3: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%.   **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 4: The percentage of African American students who scored at the meets or above level for Math STAAR was 21%.   **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 5: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state.   **Root Cause**: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.
Problem Statement 6: 22% of students in 1st grade met the normative growth projection on Map Reading Growth.   **Root Cause**: Students in 1st grade have not mastered the necessary skills to meet normative growth.
School Processes & Programs
Problem Statement 4: Struggling teachers and new teachers need more connection and support.   **Root Cause**: Our coaching plan needs to be improved and we coaches needs additional support in helping develop teachers.
Problem Statement 7: Teachers and administrators need additional learning and support to be effective and efficient as a collaborative team.   **Root Cause**: Unclear structures and procedures.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: By the end of the 24-25 school year we will decrease the number of students who are chronically absent to under 10%.

High Priority

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			

Strategy 1: Coordinate with MTSS coach and other personnel to identify students who are at risk for chronic absenteeism. Design, implement, and monitor interventions for students who are chronically absent.
    Strategy's Expected Result/Impact: Decrease in the number of students who are chronically absent.
    Staff Responsible for Monitoring: MTSS Coach, Attendance Clerk, and Admin
 	
    Title I:
    2.4, 2.5, 2.6
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We had 14.69% of students who would be considered chronically absent. A student is considered chronically absent when their attendance falls below 90%. **Root Cause**: Lack of structure for communicating with parents about attendance.

Student Learning
Problem Statement 1: We had 14.69% of students who would be considered chronically absent. A student is considered chronically absent when their attendance falls below 90%. **Root Cause**: Lack of structure for communicating with parents about attendance.

School Processes & Programs
Problem Statement 1: We had 14.69% of students who would be considered chronically absent. A student is considered chronically absent when their attendance falls below 90%. **Root Cause**: Lack of structure for communicating with parents about attendance.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 2: By the end of the 24-25 school year, we will provide opportunities for parents to participate and give feedback on their perceptions of our school. Evidence of success will be that we will have quantitative data on our parent engagement in school activities and qualitative data on student and parent perceptions of our school.

    Evaluation Data Sources: Parent and Student Surveys, Parent Attendance at Engagement Events

Strategy 1 Details	Reviews			
Strategy 1: Guiding Coalition will develop and provide a survey to parents and students to gather information on their perception of school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data to analyze areas of improvement **Staff Responsible for Monitoring:** Leadership team and Guiding Coalition **Title I:** 4.1 **Problem Statements:** School Processes & Programs 2 - Perceptions 1	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide one opportunity for parents to engage with teachers at the school about the learning that is happening in the classroom. (Literacy Night, STEM night, etc.).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent engagement **Staff Responsible for Monitoring:** Guiding Coalition, Leadership Team, Grade-Level Chairs **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 6 **Funding Sources:** Reading Materials for Events - 211 Title I, Part A - 6329 - $2,000, Misc Operating Costs for Events - 211 Title I, Part A - 6329 - $1,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Staff will plan 3 opportunities throughout the year for staff to engage with students and parents in after school events (Gators in the Park, Game Night, etc.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent engagement **Staff Responsible for Monitoring:** Admin and Community Outreach Team **Problem Statements:** School Processes & Programs 2, 6 - Perceptions 1	**Nov**	**Jan**	**Mar**	**June**

0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: There is limited feedback from parents and students on how their perception of the school.　**Root Cause**: There are a lack of systems in place to record feedback from parents and students.
Problem Statement 6: Few opportunities for parents to engage in events around student learning.　**Root Cause**: Events are not planned and provided for parents.
Perceptions
Problem Statement 1: There is limited feedback from parents and students on how their perception of the school.　**Root Cause**: There are a lack of systems in place to record feedback from parents and students.

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 3: By the end of the 24-25 school year, 85% of students surveyed will report that they have a sense of belonging, opportunities for leadership, and ownership of their contribution to the school and community.

    Evaluation Data Sources: Student Surveys

Strategy 1 Details		Reviews			
Strategy 1: Teachers will continue implementing an afterschool tutoring program Gator Kids (leadership, community service, academic behavior, and peer mentoring.)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Title I: 2.5, 2.6 **Problem Statements:** Perceptions 3 **Funding Sources:** supplemental pay for Gator Kid tutors - 211 Title I, Part A - 6118 - $7,475					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: Without the Gator Kids program, students did not feel a sense of belonging, ownership, or opportunity for student leadership on campus.   **Root Cause**: We haven't had an organization on our campus to help build leadership capacity and belonging amongst students.

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: By the end of the 24-25, a majority of teachers will report that they are sufficiently supported in accessing and utilizing the instructional technology available.

Evaluation Data Sources: Grade Level CTM Agendas and Digital Resource Usage data.

Strategy 1 Details		Reviews		
Strategy 1: Teachers will use the Edmentum platform to identify specific skills students need support on. CHOMP time will be used to address the skills where students have not yet mastered the skills necessary to be successful.		**Formative**		**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student performance on MAP Growth, STAAR and grade level assessments. **Staff Responsible for Monitoring:** Teachers, MTSS Coordinator, Coaches and Admin. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2, 3, 4 - Student Learning 2, 3, 4, 5, 6					

Strategy 2 Details		Reviews		
Strategy 2: Throughout the year, teachers will be provided training on the instructional technology platforms. Individual coaching will be made available to teachers who need additional support.		**Formative**		**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased effectiveness of Instructional technology. **Staff Responsible for Monitoring:** Campus CTM, Coaches, and Admin. **Title I:** 2.4, 2.5 **Problem Statements:** School Processes & Programs 4					

Strategy 3 Details	Reviews			
Strategy 3: Provide teachers with additional technology resources specifically, RAZplus, ABCya, and Vocabulary A-Z.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased students scores on MAP and STAAR. **Staff Responsible for Monitoring:** Coaches and DLA **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 2, 3, 6 **Funding Sources:** ABCya - 211 Title I, Part A - 6398 - $2,000, RazPlus and Vocabulary A-Z - 211 Title I, Part A - 6398 - $8,000	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 3: The percentage of African American students who scored at the meets or above level for Math STAAR was 21%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
Problem Statement 4: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state. **Root Cause**: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.
Student Learning
Problem Statement 2: The number of students in 3rd grade ELAR that scored meets or above was 33% and the number of students that scored at the masters or above was 13%. Both are below the district average and lower than the previous year. **Root Cause**: Students need additional time and support to learn the essential standards to meet grade-level expectations.
Problem Statement 3: The percentage of African American students who scored at the meets or above level for ELAR STAAR was 16%. **Root Cause**: Students have not mastered the necessary skills to score at the meets level.
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Problem Statement 5: The percentage of Hispanic students showing growth from 3rd grade to 4th Grade on the Math STAAR did not increase and was below the target for the state. **Root Cause**: Students have not mastered the necessary skills to show improvement on their score from 3rd to 4th grade.
Problem Statement 6: 22% of students in 1st grade met the normative growth projection on Map Reading Growth. **Root Cause**: Students in 1st grade have not mastered the necessary skills to meet normative growth.

School Processes & Programs

Problem Statement 4: Struggling teachers and new teachers need more connection and support.   **Root Cause**: Our coaching plan needs to be improved and we coaches needs additional support in helping develop teachers.

Title I

1.1: Comprehensive Needs Assessment

Creek View Elementary conducted our annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data was utilized from various sources, including STAAR, TELPAS, NWEA MAP, student grades on Progress Reports and Report Cards, behavior and discipline data, attendance of students and staff, and parental engagement at targeted events to identify campus strengths and opportunities for growth across demographics, campus programs, and grade levels. For documentation, agendas, minutes, and sign-in sheets from Comprehensive Needs Assessment development meetings are maintained in Title I Crate.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Given the district-defined goals from our Strategic Plan and the growth opportunities prioritized during our Campus Needs Assessment (CNA) process, Creek View Elementary developed a key number of performance objectives and specific strategies (action steps) to be highlighted in our CIP for the current year. Our CIP development process incorporates opportunities for input and feedback from parents and other stakeholders such as teachers, campus administration, paraprofessionals, support staff, and community stakeholders. For documentation, agendas, minutes, and sign-in sheets from CIP development meetings are maintained in Title I Crate.

2.2: Regular monitoring and revision

Creek View Elementary regularly monitors our CIP and will revise strategies as appropriate based on the progress of our performance objectives and strategies. Our core campus team, including administrators, campus academic and MTSS coaches, and support staff, are tasked with monitoring the implementation and progress of our CIP. For documentation, agendas, minutes, and sign-in sheets from monitoring meetings are maintained in Title I Crate.

2.3: Available to parents and community in an understandable format and language

Creek View Elementary ensures our Campus Improvement Plan (CIP) is publicly available to parents and the community (English and Spanish) on the CSISD and Campus Website and available upon request in printed copy.

2.4: Opportunities for all children to meet State standards

Creek View Elementary implements reform strategies to address campus needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive supplemental support and targeted interventions which may include:

- In-Class Small Group Instruction

- Pull-Out Support and Push-In Support from Instructional Assistants
- Extended Learning Time through After School Tutorials
- School-Wide Intervention Time from Grade-Level Teachers

2.5: Increased learning time and well-rounded education

Creek View Elementary utilizes a variety of strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provide students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

Creek View Elementary addresses all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- Tier I Instructional Best Practices
- Small Group Instruction in Reading, Math, Social-Emotional Behavior
- Instructional Interventions and Extensions in Reading and Math
- In-Class Support Services
- Instructional Support for Teachers with Campus Instructional Coaches

3.1: Annually evaluate the schoolwide plan

Creek View Elementary conducted its annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by parents and other stakeholders, including teachers, campus administration, paraprofessionals, support staff, and community stakeholders. In addition, the campus reviewed our campus Mission and Vision, our use of funds, and available school resources. During our periodic formative reviews of our CIP, the core campus team evaluates our Title I Schoolwide Plan as defined in the Campus Improvement Plan and documents any updates or adjustments that may need to be considered.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, Creek View Elementary jointly developed/revised our written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact. Our Parent and Family Engagement Policy is posted on our campus website in Spanish and English and is reviewed with families at our Annual Title I Meetings. Agendas, minutes, and sign-in sheets from PFE Policy development/review meetings are maintained in Title I Crate for documentation.

4.2: Offer flexible number of parent involvement meetings

Creek View Elementary offers various family engagement activities, including flexible times and days of the week. In addition, the Creek View Elementary distributes information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Title I Personnel

Name	Position	Program	FTE
Jessica Aguas	Title 1 Instructional Assistant	Title 1	1
Jodie Smith	MTSS Instructional Coach	Title 1	1
Kaylin Kline	Title 1 Instructional Assistant	Title 1	1
Sayler Schmidt	Title 1 Instructional Assistant	Title 1	1

Campus Improvement Committee

Committee Role	Name	Position
Parent	Robyn Perry	Parent
Community Member	Brandon Sweeney	Community Member
Campus Specialist	Jodie Smith	MTSS Coach
Campus Specialist	Elaine Kortan	Instructional Coach
Campus Specialist	Christina Moring	Instructional Coach
Campus Specialist	Elizabeth Cosser	Counselor
Classroom Teacher	Amy Toland	Advanced Academics
Classroom Teacher	Teri Havlik	Teacher (CAMP)
Classroom Teacher	Cameron Hines	Teacher (Special Education)
Classroom Teacher	Amy Harrell	Teacher (Special Education)
Classroom Teacher	Lee Ann Jones	Teacher (Special Education)
Classroom Teacher	Kristen Parish	Teacher (PK/HS)
Classroom Teacher	Matt Wofford	Teacher (4th Grade)
Classroom Teacher	Karen Rossman	Teacher (4th Grade)
Classroom Teacher	D'ann Johnson	Teacher (3rd Grade)
Classroom Teacher	Laura Garcia	Teacher (3rd Grade)
Classroom Teacher	Monica Sigler	Teacher (2nd Grade)
Classroom Teacher	Susan Isles	Teacher (2nd Grade)
Classroom Teacher	Brooke Stahl	Teacher (1st Grade)
Classroom Teacher	Arevalo Tabatha	Teacher (1st Grade)
Classroom Teacher	Ebony Lockett	Teacher (1st Grade)
Classroom Teacher	Rachel Evans	Teacher (Kinder)
Classroom Teacher	Amber Edwards	Teacher (Kinder)
Administration	Elizabeth Ortega	Assistant Principal
Administrator	Mike McEver	Principal

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Conference Registration and Associated Travel Costs	6411	$12,834.00
2	1	2	3 Instructional Assistants	6125	$69,454.00
2	2	2	Scholastic Storyworks	6329	$2,000.00
2	3	1	Instructional Materials and Supplies	6399	$7,765.00
2	3	1	Reading Materials	6329	$5,500.00
2	3	2	MTSS Program Resources	6118	$68,432.00
2	3	3	Reading Materials for Professional Development	6329	$2,000.00
2	3	3	General Supplies for Professional Development	6399	$2,000.00
3	2	2	Reading Materials for Events	6329	$2,000.00
3	2	2	Misc Operating Costs for Events	6329	$1,000.00
3	3	1	supplemental pay for Gator Kid tutors	6118	$7,475.00
4	1	3	ABCya	6398	$2,000.00
4	1	3	RazPlus and Vocabulary A-Z	6398	$8,000.00
				Sub-Total	$190,460.00
				Budgeted Fund Source Amount	$192,210.00
				+/- Difference	$1,750.00
				Grand Total Budgeted	$192,210.00
				Grand Total Spent	$190,460.00
				+/- Difference	$1,750.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024