

College Station ISD
Spring Creek Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to create a vibrant and supportive culture where every individual is cherished and empowered to achieve their highest potential. Through collaboration and mutual respect, we foster academic, social, and emotional development, encourage independence, and cultivate meaningful relationships. Together, we lead by example, inspiring a lifelong passion for learning and guiding students.

Vision

Our vision is to foster a collaborative and inclusive culture where trust, unity, and support empower both students and staff. We celebrate diverse perspectives, use data to provide tailored professional development, set achievable goals, adapt to change, maintain accountability, and offer grace. Together, we strive to unlock each individual's fullest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Creek Elementary consists of 685 students in grade Pre-K through Fourth. Our student population consists of about 14% Asian, 7% African American, 6% Multi-Racial, 15% Hispanic, and about 58% White. We have about 48% female and 52% male students. Of our 685 students, we have about 21% served through our Special Education program with special programs including CASL (Communication and Social Learning), ECSE (Early Childhood Special Education), and Resource. We have 28% of our population whom are economically disadvantaged. Additionally, we have 5.8% being served in the Gifted and Talented program.

1812 Welsh Ave College Station, TX 77840-4851 (979) 764-5455 Phone (979) 764-5535 Fax	School Population	Count	Percent
Administration Administrator names are based on role ID reporting on the Fall 30090 staff records Principal Christopher Southard	Student Total	685	100%
	Early Education Grade	19	2.77%
	Pre-Kindergarten Grade	19	2.77%
	Kindergarten Grade	121	17.66%
	1st Grade	118	17.23%
	2nd Grade	135	19.71%
	3rd Grade	148	21.61%
	4th Grade	125	18.25%

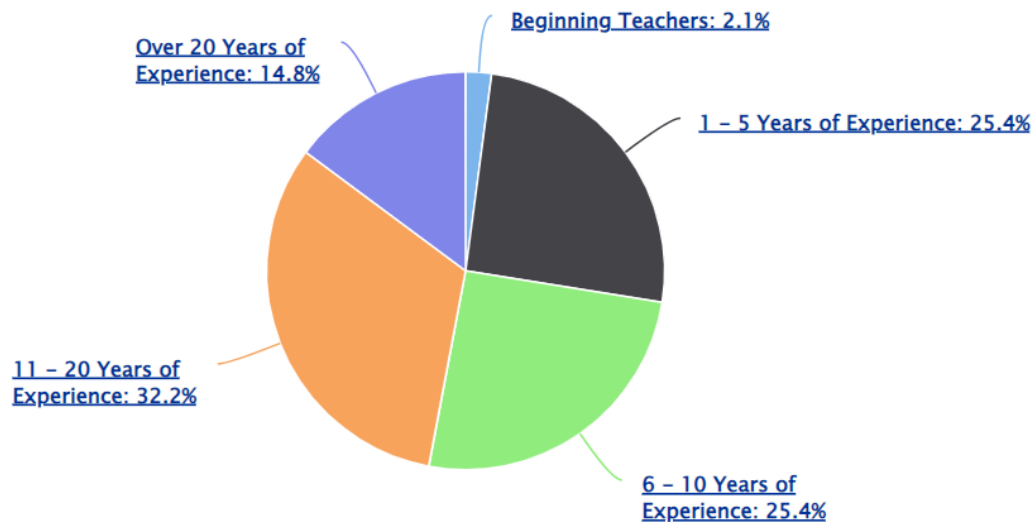
Student Demographics			Student Programs		Special Education Services			
	Count	Percent	Count	Percent		Count	Percent	
Gender					Primary Disabilities			
Female	329	48.03%	Dyslexia	26	3.80%	No Disability	0	0.00%
Male	356	51.97%	Gifted and Talented	40	5.84%	Orthopedic impairment	0	0.00%
Ethnicity			Regional Day School Program for the Deaf	0	0.00%	Other health impairment	17	11.89%
Hispanic-Latino	104	15.18%	Section 504	20	2.92%	Auditory impairment	1	0.70%
Race			Special Education (SPED)	143	20.88%	Visual impairment	0	0.00%
American Indian - Alaskan Native	1	0.15%	Bilingual/ESL			Deaf-Blind	0	0.00%
Asian	95	13.87%	Emergent Bilingual (EB)	58	8.47%	Intellectual disability	2	1.40%
Black - African American	49	7.15%	Bilingual	0	0.00%	Emotional disturbance	1	0.70%
Native Hawaiian - Pacific Islander	0	0.00%	English as a Second Language (ESL)	48	7.01%	Learning disability	22	15.38%
White	396	57.81%	Alternative Bilingual Language Program	0	0.00%	Speech impairment	63	44.06%
Two-or-More	40	5.84%	Alternative ESL Language Program	1	0.15%	Autism	30	20.98%
			Title I Part A			Developmental delay	0	0.00%
			Schoolwide Program	0	0.00%	Traumatic brain injury	0	0.00%
			Targeted Assistance	0	0.00%	Noncategorical early childhood	7	4.90%
			Targeted Assistance Previously Participated	0	0.00%	Instructional Settings		
			Title I Homeless	0	0.00%	Speech Therapy	58	40.56%
			Neglected	0	0.00%	Homebound	0	0.00%
						Hospital Class	0	0.00%
						Mainstream	7	4.90%

Our enrollment at Spring Creek Elementary has increased significantly over the past 4 years.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All students	601	625	660	678	691
Pre-Kindergarten	18	20	20	19	11
Kindergarten	100	128	116	124	122
First Grade	118	111	152	127	119
Second Grade	106	125	112	145	137
Third Grade	127	106	122	121	150
Fourth Grade	119	125	118	127	126

For the 2023-2024 school year, 32% of our staff have 11-20 years of experience. We had 3 teachers resign at the end of the year last year. In addition, we had 3 teachers move into different roles in the district (i.e. dyslexia, GT specialist).

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



Our daily attendance has been reporting steady around 96% through-out the 2023-2024 school year. We closely monitored our unexcused absences, completed home visits and had parent conferences to address these concerns. These strategies and interventions have proven to increase our student attendance.

	PIA Reporting Period 1	PIA Reporting Period 2	PIA Reporting Period 3	PIA Reporting Period 4
	2023-2024	2023-2024	2023-2024	2023-2024
All Students	97.1%	96.5%	95.4%	96.1%
Ethnicity				
Hispanic/Latino	95.2%	93.9%	94.5%	95.3%
American Indian or Alaska Native	96.3%	100.0%	96.7%	93.5%
Asian	97.8%	97.7%	96.2%	96.9%
Black or African American	96.2%	96.8%	94.0%	95.2%
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	97.3%	96.8%	95.5%	96.1%
Two or More Races	97.6%	97.1%	95.7%	96.4%

Demographics Strengths

- Spring Creek Elementary prides itself on creating a culture where our teachers collaborate and support one another. Our campus holds a morning assembly each morning to communicate announcements, celebrate birthdays, and give Cardinal Cheers for outstanding behavior.
- The enrollment at Spring Creek has significantly increased over the past 3 years.
- Our campus has 5.8% of our students being served in the Gifted and Talented program.
- Spring Creek Elementary hosts a variety of events and learning opportunities such as Parent Orientation, Christmas on the Creek, Family Night and Grandparent's Day Breakfast to promote family engagement.
- Spring Creek Elementary families are supportive of the campus and activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to our 2023-2024 STAAR data, 72% of our African American students passed our Reading STAAR test. Spring Creek Elementary average of students passing the 2024 Reading STAAR was 91%. **Root Cause:** Our campus needs a more effective way of progress monitoring and tracking data.

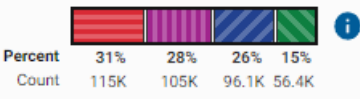
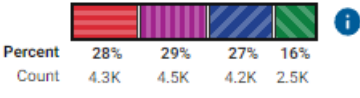
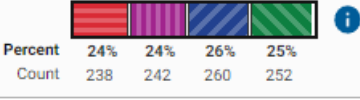
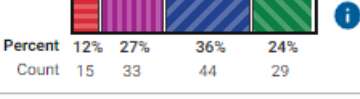
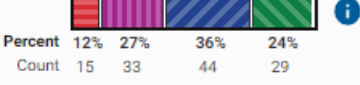
Problem Statement 2 (Prioritized): For the 2023-2024 school year, 20% of students identified as SPED regressed on the end-of-year Math MAP assessment. 23% of students

identified SPED regressed on the end-of-year Reading MAP assessment. **Root Cause:** Due to a lack of communication and collaboration between general education teachers and SPED teachers, SPED students are not exposed to or held responsible for learning Tier 1 material.






Student Learning

Student Learning Summary






3rd Grade Math STAAR Results

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Average Score	Performance Distribution
State			372869		1451	 <p>Percent: 31% 28% 26% 15%</p> <p>Count: 115K 105K 96.1K 56.4K</p>
ESC			15559		1460	 <p>Percent: 28% 29% 27% 16%</p> <p>Count: 4.3K 4.5K 4.2K 2.5K</p>
District			992		1495	 <p>Percent: 24% 24% 26% 25%</p> <p>Count: 238 242 260 252</p>
Campus			121		1524	 <p>Percent: 12% 27% 36% 24%</p> <p>Count: 15 33 44 29</p>
(students not in any roster)			121		1524	 <p>Percent: 12% 27% 36% 24%</p> <p>Count: 15 33 44 29</p>

3rd Grade Reading STAAR Results

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Average Score	Performance Distribution
State			359286		1461	 <p>Percent 25% 26% 28% 21% Count 91K 92.6K 100K 75.3K</p>
ESC			15330		1469	 <p>Percent 24% 25% 29% 22% Count 3.6K 3.9K 4.4K 3.4K</p>
District			996		1477	 <p>Percent 24% 24% 26% 26% Count 239 240 256 261</p>
Campus			120		1543	 <p>Percent 11% 14% 33% 42% Count 13 17 40 50</p>
(students not in any roster)			120		1543	 <p>Percent 11% 14% 33% 42% Count 13 17 40 50</p>

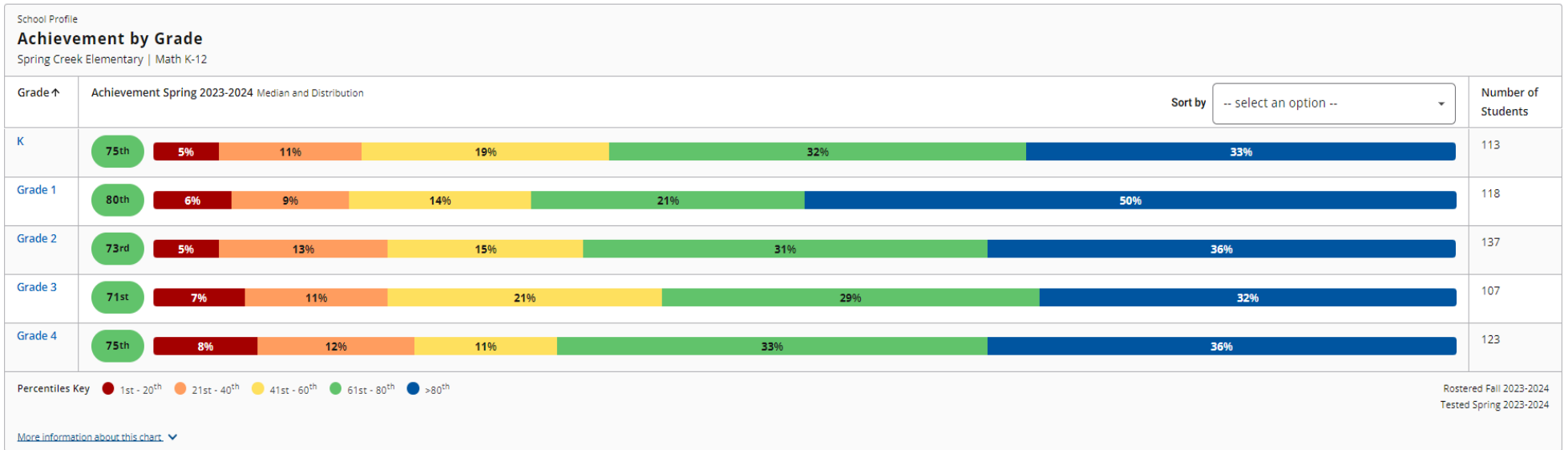
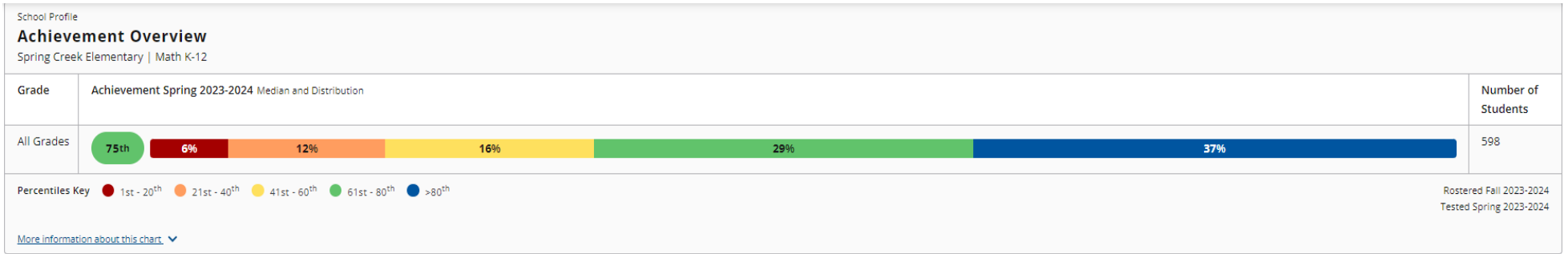
4th Grade Math STAAR Results

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Average Score	Performance Distribution
State			377319		1557 <i>i</i>	 Percent: 32% 23% 24% 21% Count: 121K 86.9K 91.2K 77.5K
ESC			15624		1578 <i>i</i>	 Percent: 28% 22% 26% 25% Count: 4.4K 3.4K 4K 3.9K
District			1010		1596 <i>i</i>	 Percent: 28% 19% 24% 28% Count: 286 195 246 283
Campus			7		1571 <i>i</i>	 Percent: 14% 14% 71% Count: 1 1 5
(students not in any roster)			7		1571 <i>i</i>	 Percent: 14% 14% 71% Count: 1 1 5

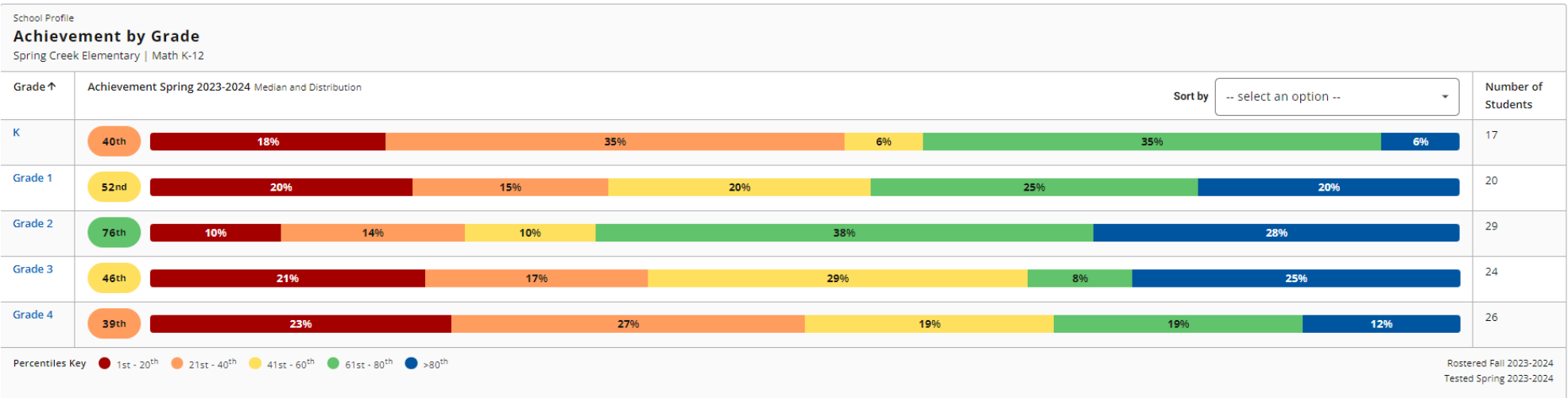
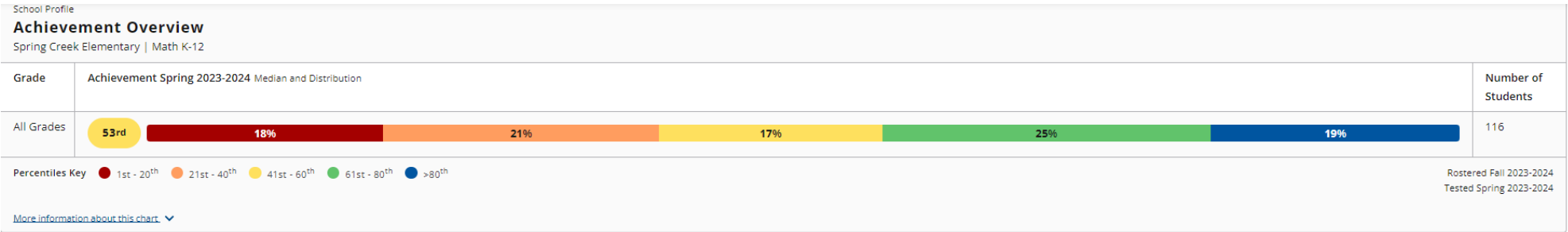
4th Grade Reading STAAR Results

Roster	Teacher	Total	Total			
			Student Count	Test Completion Rate	Average Score	Performance Distribution
State			367967		1554	<p>Percent: 19% 31% 28% 23% Count: 69K 112K 102K 84.4K</p>
ESC			15572		1559	<p>Percent: 17% 30% 29% 24% Count: 2.7K 4.7K 4.5K 3.7K</p>
District			1011		1571	<p>Percent: 16% 28% 28% 27% Count: 165 287 282 277</p>
Campus			7		1589	<p>Percent: 14% 29% 14% 43% Count: 1 2 1 3</p>
(students not in any roster)			7		1589	<p>Percent: 14% 29% 14% 43% Count: 1 2 1 3</p>

MAP Growth Math Campus Averages

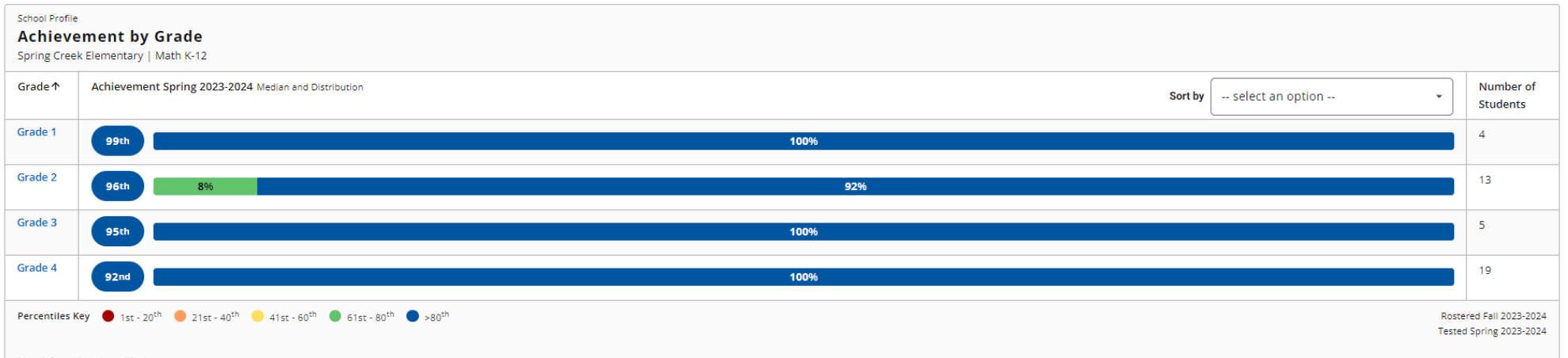
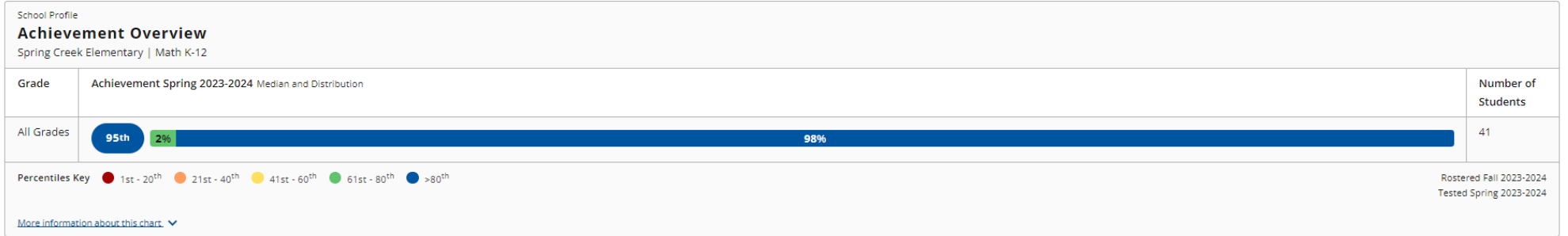


MAP Growth Math - Special Education

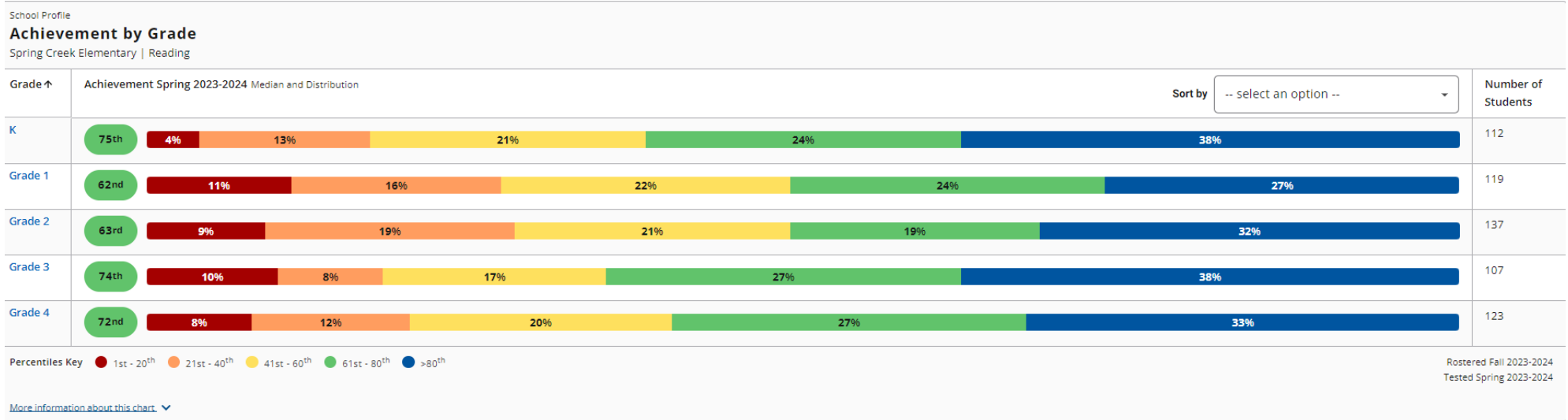
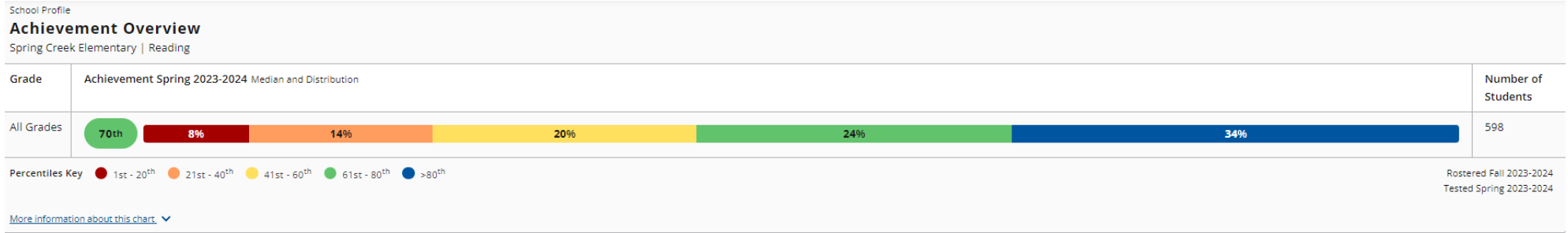


MAP Growth Math - Gifted and Talented

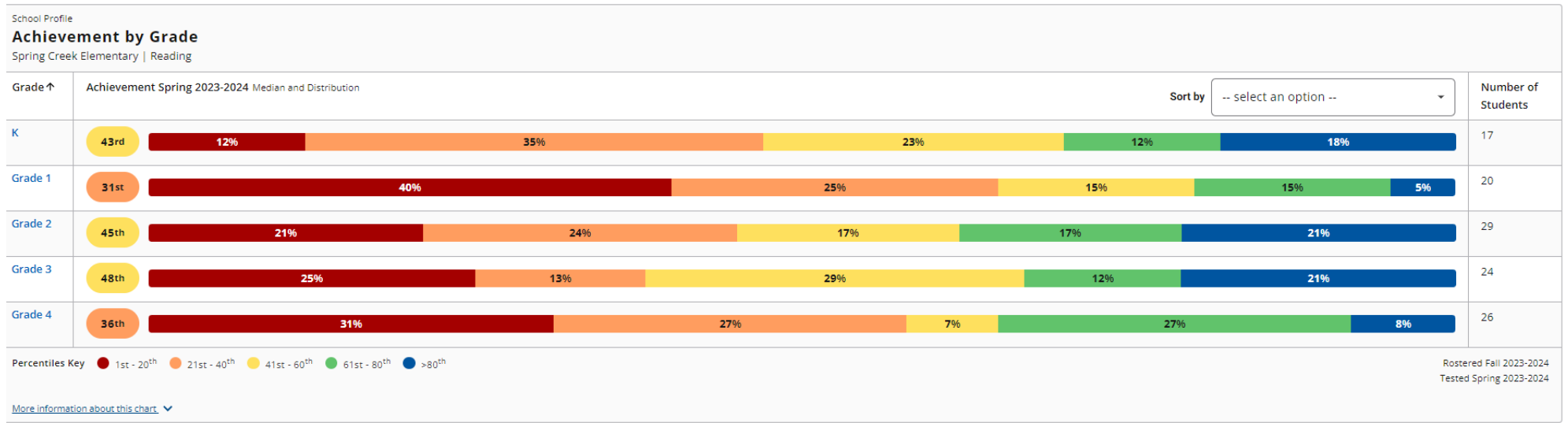
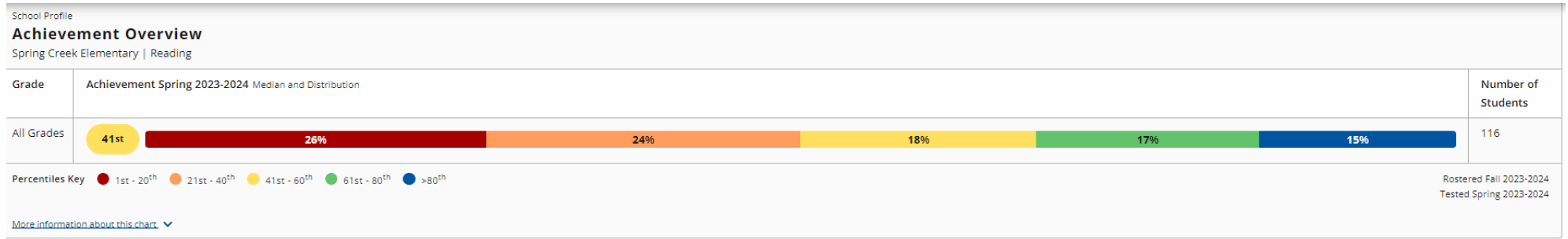
Spring Creek Elementary



MAP Growth Reading Campus Averages

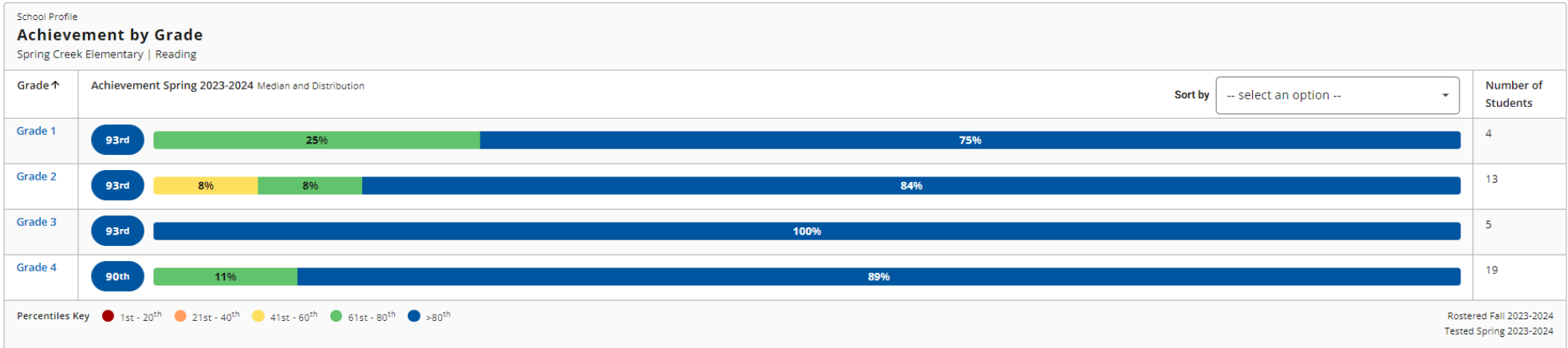
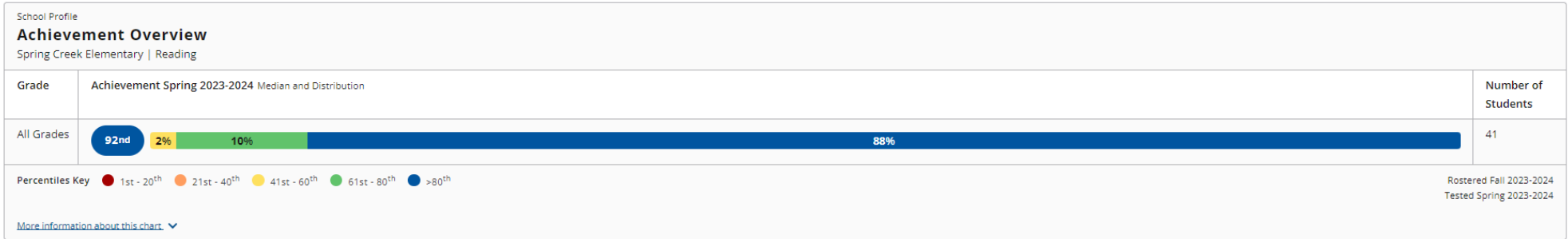


MAP Growth Reading - Special Education

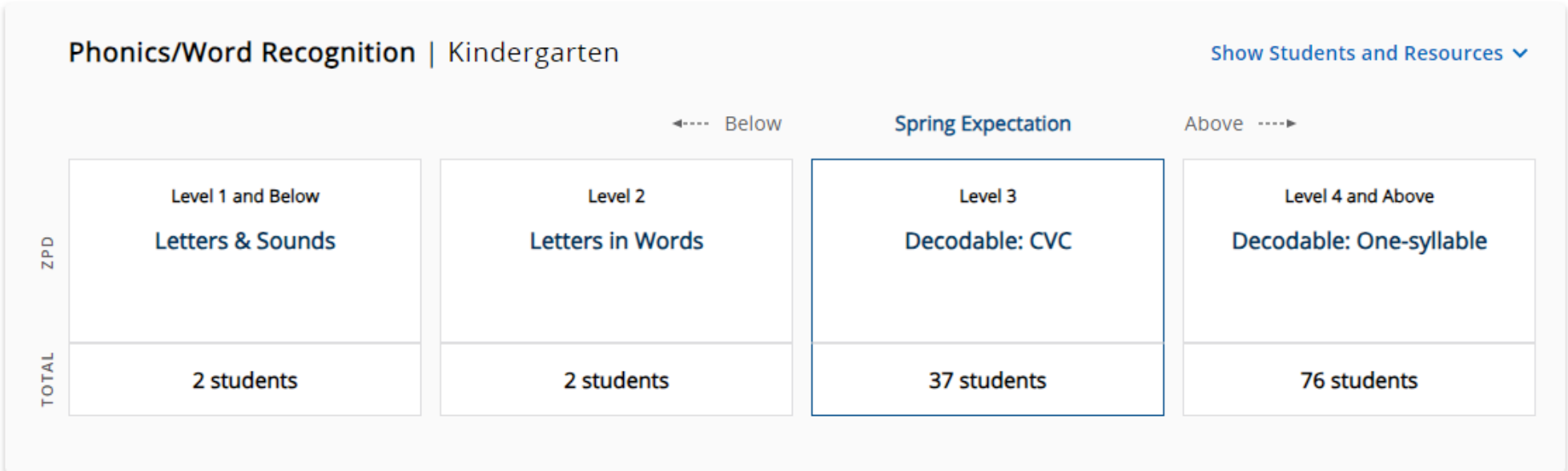
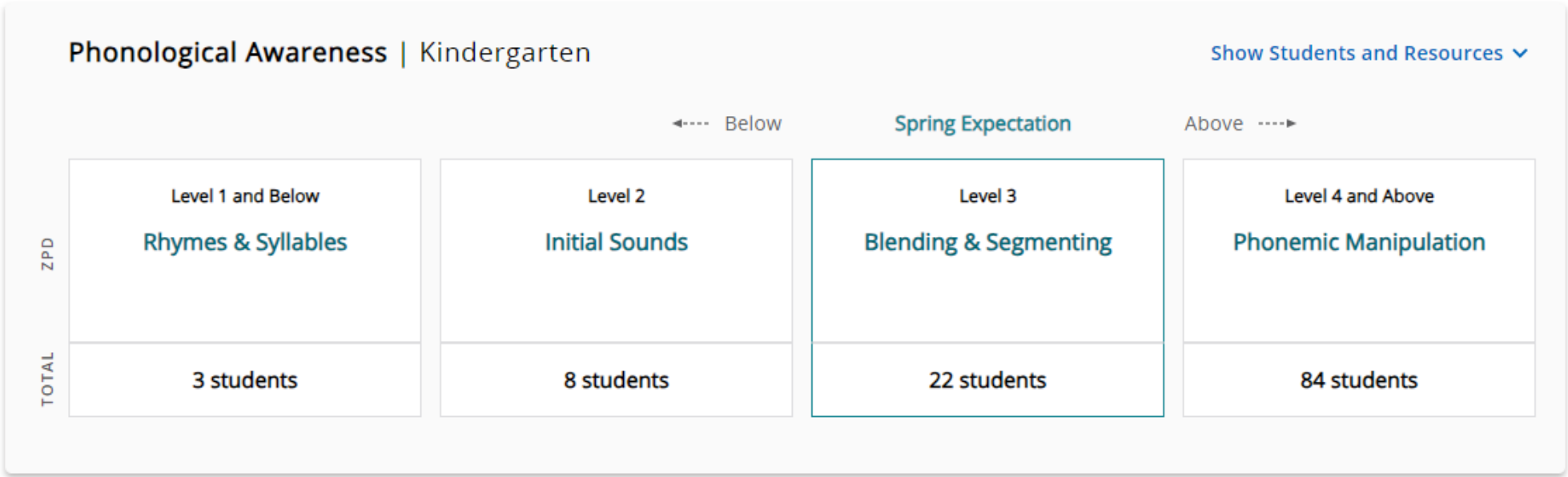


MAP Growth Reading - Gifted and Talented

Spring Creek Elementary



MAP Growth Fluency - Kindergarten



Phonological Awareness | 1st Grade

Show Students and Resources ▾

Spring expectation is oral reading ?

ZPD	Level 1 and Below Rhymes & Syllables	Level 2 Initial Sounds	Level 3 Blending & Segmenting	Level 4 and Above Phonemic Manipulation
TOTAL	1 students	2 students	1 students	73 students

Phonics/Word Recognition | 1st Grade

Show Students and Resources ▾

Spring expectation is oral reading ?

ZPD	Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 and Above Decodable: One-syllable
TOTAL	0 students	2 students	11 students	64 students

When students in KG-4th grades are not showing growth, student progress is discussed within Professional Learning Communities (PLC) throughout the year to identify strategies

and resources for the classroom. Students needing additional intervention in academics or behavior are supported through the campus Multi-Tiered Support System (MTSS) process. Spring Creek Elementary has put in place the MTSS process to track our students who were not making progress. The teachers would submit a "student of concern" and the students would receive either Tier 2 or Tier 3 interventions in the classroom or through pull-out. The total number of students who were submitted for "student of concerns" for Reading and Math were 87. The total number of students being served in Tier 2 and Tier 3 were 17% of students.

Student Learning Strengths

- Spring Creek Elementary average of passing the 2024 STAAR Reading was 91%.
- Spring Creek Elementary average of passing the 2024 STAAR Math was 85%.
- The 2023-2024 STAAR Report measured at approaches, meets or masters for 3rd grade math as 88% and for reading as 90% .
- The 4th grade measured at approaches, meets or masters for 4th grade math as 83% and for reading as 91%.
- NWEA Measures of Academic Progress (MAP) scores indicate for Spring 2024 our 3rd graders have a mean RIT of 207 for math, 204 for reading and 203 for science.
- The MAP scores indicate for Spring 2023 our 4th graders have a mean RIT of 218 for math, 212 for reading and 210 for science.
- MAP Fluency for Kindergarten indicated that 22 students scored at Level 3 and 84 students scored at Level 4 or Above for Phonological Awareness. For Phonics and Word recognition, 37 students scored on Level 3 and 76 students scored on Level 4 or Above.
- MAP Fluency for First Grade indicated that 73 students scored on Level 4 and above for phonological awareness. In addition, 64 students scored on Level 4 or above for Phonics and Word Recognition.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to our 2023-2024 STAAR data, 72% of our African American students passed our Reading STAAR test. Spring Creek Elementary average of students passing the 2024 Reading STAAR was 91%. **Root Cause:** Our campus needs a more effective way of progress monitoring and tracking data.

Problem Statement 2 (Prioritized): For the 2023-2024 school year, 20% of students identified as SPED regressed on the end-of-year Math MAP assessment. 23% of students identified SPED regressed on the end-of-year Reading MAP assessment. **Root Cause:** Due to a lack of communication and collaboration between general education teachers and SPED teachers, SPED students are not exposed to or held responsible for learning Tier 1 material.

Problem Statement 3 (Prioritized): Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention. **Root Cause:** Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.

School Processes & Programs

School Processes & Programs Summary

Spring Creek's priority is to build relationships with our students and their families by providing rich and engaging learning experiences, creating student leadership opportunities and family engagement opportunities. We are committed to create a vibrant and supportive culture where every individual is cherished and empowered to achieve their highest potential. We recognize the importance of growing students both academically, socially and behaviorally.

At Spring Creek, we prioritize professional learning communities and vertical team structures to focus on growth within our instructional practices. In 2023-2024, Spring Creek has begun the work for Solution Tree's PLC process. Our staff has embraced and models collaboration and has focused on data-driven, small group instruction. The staff prioritized student engagement and focused on meeting the students' needs. In the spring of 2023-2024, Spring Creek formed the Guiding Coalition to ensure we continued the work in Solution Tree PLC.

School Processes & Programs Strengths

- Spring Creek offers leadership opportunities such as Student Council, Safety Patrol and leading morning assemblies.
- Students are celebrated when they show Cardinal of Character and High Flyers every nine weeks at Award Ceremonies. In addition, our students are recognized for their outstanding behavior at morning assembly every week by celebrating Cardinal Compliments.
- Teachers are willing to accept feedback and coaching on how best to implement new curriculum and strategies into their instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention. **Root Cause:** Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.

Problem Statement 2 (Prioritized): For the 2023-2024 school year, 20% of students identified as SPED regressed on the end-of-year Math MAP assessment. 23% of students identified SPED regressed on the end-of-year Reading MAP assessment. **Root Cause:** Due to a lack of communication and collaboration between general education teachers and SPED teachers, SPED students are not exposed to or held responsible for learning Tier 1 material.

Problem Statement 3 (Prioritized): Our campus has not sought out parent feedback since Spring 2023. **Root Cause:** The district previously had a program that gathered parent survey data and we are no longer using the program.

Perceptions

Perceptions Summary

The administration met with all staff members in December 2023 to receive feedback and listen to their concerns. The feedback that was shared focused on the importance of communication, holding all people accountable, student laptops being serviced in a timely manner and more feedback on classroom walkthroughs. Overall, staff feel listened to and supported. The majority of staff feel the administration and leadership team genuinely care for them and their well-being.

Our PTO is very active and present at our campus events and supports our teachers. PTO purchases our school t-shirts for every staff member and student, covers two field trips a year for each grade level, provides our staff with lunches/snacks monthly, and awards teacher grants to our amazing educators on campus!

Spring Creek has a very strong family engagement and community support at our campus. We offer several opportunities for our families to be partners in their child's educational journey. For our Grandparent's Day Breakfast, we had over 25% of our grandparents join us and at our Boosterthon Fun Run event, we had over 50% of our parents/guardians attend. Our campus offers events such as:

- Meet the Teacher
- Parent Orientations
- Grandparent's Day Breakfast
- Book Fairs
- Parent Conference Days
- Field Day
- Character Book Parade
- Grade Level Performances
- Campus Sing-alongs
- Polar Express Reading
- Holiday Parties
- Boosterthon Fundraiser Event
- Award Ceremonies every 9 weeks
- Third Grade Biography Museum
- Family Nights
- Fall Festival

Perceptions Strengths

- Staff are given opportunities to provide feedback and voice their concerns.
- An active PTO that supports our staff and students at Spring Creek.
- Spring Creek has a strong community engagement and are given opportunities to support their children throughout the year.
- Spring Creek offers a variety of opportunities for our families to be involved in their child's educational journey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus has not sought out parent feedback since Spring 2023. **Root Cause:** The district previously had a program that gathered parent

survey data and we are no longer using the program.

Priority Problem Statements

Problem Statement 1: For the 2023-2024 school year, 20% of students identified as SPED regressed on the end-of-year Math MAP assessment. 23% of students identified SPED regressed on the end-of-year Reading MAP assessment.

Root Cause 1: Due to a lack of communication and collaboration between general education teachers and SPED teachers, SPED students are not exposed to or held responsible for learning Tier 1 material.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: According to our 2023-2024 STAAR data, 72% of our African American students passed our Reading STAAR test. Spring Creek Elementary average of students passing the 2024 Reading STAAR was 91%.

Root Cause 2: Our campus needs a more effective way of progress monitoring and tracking data.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention.

Root Cause 3: Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Our campus has not sought out parent feedback since Spring 2023.

Root Cause 4: The district previously had a program that gathered parent survey data and we are no longer using the program.

Problem Statement 4 Areas: School Processes & Programs - 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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Goals

Revised/Approved: April 16, 2024





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

Performance Objective 1: In the 2024-2025 school year, Special Education students regression will decrease by 5%. Currently, on End of the Year MAP Math was 20.3% and Reading 23.2%. To achieve this goal, Special Education students will be monitored at each end of the module Reading and Math exams to identify weaknesses and develop specific intervention plans for areas of weakness.

High Priority

Evaluation Data Sources: MAP assessments, common based assessments, progress monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Train and support Special Education staff on how to utilize campus resources the students are using the classroom.</p> <p>Strategy's Expected Result/Impact: Students will increase their MAP</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train and offer professional development to our teachers on how to read and understand a student's IEP goals and accommodations.</p> <p>Strategy's Expected Result/Impact: Students will be given the correct accommodations and support they need to be successful in the classroom.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Special Education staff (case managers), Administration</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education and General Education teachers will be taught how to take the data and make a specific plan for their students.</p> <p>Strategy's Expected Result/Impact: Students will be provided specific instruction based on needs from MAP data.</p> <p>Staff Responsible for Monitoring: Special Education teachers, General Education teachers, Instructional Coaches, Administrators</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: For the 2023-2024 school year, 20% of students identified as SPED regressed on the end-of-year Math MAP assessment. 23% of students identified SPED regressed on the end-of-year Reading MAP assessment. Root Cause: Due to a lack of communication and collaboration between general education teachers and SPED teachers, SPED students are not exposed to or held responsible for learning Tier 1 material.</p>
Student Learning
<p>Problem Statement 2: For the 2023-2024 school year, 20% of students identified as SPED regressed on the end-of-year Math MAP assessment. 23% of students identified SPED regressed on the end-of-year Reading MAP assessment. Root Cause: Due to a lack of communication and collaboration between general education teachers and SPED teachers, SPED students are not exposed to or held responsible for learning Tier 1 material.</p>
School Processes & Programs
<p>Problem Statement 2: For the 2023-2024 school year, 20% of students identified as SPED regressed on the end-of-year Math MAP assessment. 23% of students identified SPED regressed on the end-of-year Reading MAP assessment. Root Cause: Due to a lack of communication and collaboration between general education teachers and SPED teachers, SPED students are not exposed to or held responsible for learning Tier 1 material.</p>


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


Performance Objective 2: For the 2024-2025 school year, all teachers will participate in either individual coaching cycle or team coaching cycle per semester.


High Priority


Evaluation Data Sources: Walkthroughs, Teacher feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will work closely with Instructional Coaches to help identify teachers who need support. Instructional Coaches will follow the coaching cycle and provide feedback to both administration and teacher.</p> <p>Strategy's Expected Result/Impact: The teacher will show growth and be able to implement strategies independently.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 3: Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention. Root Cause: Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.</p>
School Processes & Programs
<p>Problem Statement 1: Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention. Root Cause: Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.</p>

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

Performance Objective 1: The percentage of students identified or served as student of concern will decrease by 7% for the 2024-2025 school year. Tier 1 instruction will be improved with the use of content collaboration between teachers and all common unit assessments will be monitored throughout the school year.

High Priority

Evaluation Data Sources: MAP assessments, common based assessments, walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide more Tier 1 instruction support during Collaborative Team Planning and PLCs.</p> <p>Strategy's Expected Result/Impact: Students will grow academically in classroom if the teacher is more knowledgeable with TEKS and how to meet the students where they are at.</p> <p>Staff Responsible for Monitoring: Instructional coaches, Administration</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide more opportunities to learn about TEKS, vertical alignment, and identifying student learning objectives from previous grade levels.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in vertical alignment and TEKS professional development.</p> <p>Staff Responsible for Monitoring: General Education teachers, Instructional Coaches, Administration</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention. Root Cause: Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.</p>

School Processes & Programs





Problem Statement 1: Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention. **Root Cause:** Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.

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

Performance Objective 1: For the 2024-2025 school year, we will seek parent feedback by sending a survey at the beginning and end of the year.

High Priority

Evaluation Data Sources: Parent survey

Strategy 1 Details	Reviews			
Strategy 1: Create a parent survey to send at the beginning of the year. Strategy's Expected Result/Impact: To gain parent perspective of Spring Creek Elementary. Staff Responsible for Monitoring: Administration Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a parent survey to send at the end of the year. Strategy's Expected Result/Impact: To reflect on parent feedback and adjust for the following school year. Staff Responsible for Monitoring: Administration Problem Statements: School Processes & Programs 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





School Processes & Programs
Problem Statement 3: Our campus has not sought out parent feedback since Spring 2023. Root Cause: The district previously had a program that gathered parent survey data and we are no longer using the program.
Perceptions
Problem Statement 1: Our campus has not sought out parent feedback since Spring 2023. Root Cause: The district previously had a program that gathered parent survey data and we are no longer using the program.

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

Performance Objective 1: For the 2024-2025 school year, our teachers will be trained and utilize Edmentum.

High Priority

Evaluation Data Sources: Edmentum reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide initial and continual Edmentum training for our campus staff. Strategy's Expected Result/Impact: Teachers will utilize Edmentum to provide targeted instruction. Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: According to our 2023-2024 STAAR data, 72% of our African American students passed our Reading STAAR test. Spring Creek Elementary average of students passing the 2024 Reading STAAR was 91%. Root Cause: Our campus needs a more effective way of progress monitoring and tracking data.</p>
Student Learning
<p>Problem Statement 1: According to our 2023-2024 STAAR data, 72% of our African American students passed our Reading STAAR test. Spring Creek Elementary average of students passing the 2024 Reading STAAR was 91%. Root Cause: Our campus needs a more effective way of progress monitoring and tracking data.</p>
<p>Problem Statement 3: Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention. Root Cause: Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.</p>
School Processes & Programs
<p>Problem Statement 1: Spring Creek identified or served 17% of the student population as students of concern needing Tier 2 or Tier 3 intervention. Root Cause: Teachers have a lack of knowledge of the TEKS to be agile in their teaching of the concept and identifying student misunderstandings.</p>

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Parent/Community Member	Jessica Pruitt	Parent
Classroom Teacher	Melissa Laganowsky	Kindergarten Team Leader
Classroom Teacher	Cassie Reynolds	4th Grade Team Leader
Classroom Teacher	Kari Barmettler	3rd Grade Team Leader
Classroom Teacher	Lauren Powell	2nd Grade Team Leader
Classroom Teacher	Shannon Huggins	1st Grade Team Leader
Non-classroom Professional	Nicole Fowler	Counselor
Administrator	Melanie Young	Assistant Principal
Administrator	Mindy Chapa	Principal

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