



**Creek View Elementary Campus Improvement Plan**

**2015-16**

**1001 Eagle Avenue  
College Station, TX 77845  
(979)-694-5890  
Jeff Durand, Principal**

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**Executive Summary**

Creek View Elementary is a HS-4th grade campus that serves approximately 700 students. The campus will be entering its seventh year in 2015-2016. To develop this improvement plan, the campus leadership committee looked at numerous sources of data: 2014-2015 State Accountability reports (including System Safeguards), the 2013-2014 Texas Academic Performance Report, the school's Community Accountability System report, numerous data points from district benchmarks and state benchmarks/diagnostic tools, formal and informal disciplinary reports, and staff survey of needs.

When looking at the data, the team noted some clear needs. While in most areas CV is at or above state averages and norms, the performance of students in certain areas is slowly declining, and we will continue our focus on students in poverty and african-american students at our campus. For the coming year, we will also resume the process of developing our campus' skill set in building and maintaining strong relationships with all students. We will also take steps to strengthen our instruction- the use of the workshop model is a goal we have taken pride in using since we opened. Each year, we refresh the staff on the expectations of using this model. Something we will add this year is a focus on customizing our instruction using a focus on data- where does each student need individual practice?

Our campus culture is a strong, family-oriented one. This year, our Social-Emotional team decided to invest time in the book "Daring Greatly." The staff will be completing a book study on this idea of vulnerability and courage in our professional lives. These themes will permeate all aspects of our year.

The staff is always looking at the ways in which to improve the lives of all students on campus, and this year is no different. A constant focus for Creek View is students who come to us from poverty. We will continue to study the effects of poverty on students- their biology, their emotional needs, and the instructional implications for us as a staff. The staff feels that it is important to positively recognize our Gators, and this year, we are adding "Gator Alley" to be a part of this. This classroom area will be a space where our counselor can conduct whole-class lessons on character, bullying, and much more. The room can also serve as an area where social skills can be taught in a smaller setting if necessary. It can serve as an area to reinforce behavior of all kinds, including emotional regulation. This versatile area will be a key piece of our school this year.

In the realm of safety and day-to-day workings, this year will see Creek View continue to refine our usage of CHAMPS, a data-driven school dynamic, and safety protocols. Our SEL team will be taking the lead in these areas.

We look forward to a fantastic 2015-2016. As we say at Creek View, we are proud to say, "It's Good to be a Gator!!"

**Goal 1**

**All students will successfully complete rigorous and relevant coursework that will prepare them for their future.**

**Objective(s)**

1. Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global market place.
2. Support the needs of diverse learners as they engage in rigorous coursework.
3. Provide maximum access to the general curriculum for students with disabilities using inclusive practices across the campus.

Activities		Personnel Resp.	Resources	Timeline
A. Continue to align campus instruction to State TEKS, readiness and supporting standards in a meaningful way. Ensure the district scope and sequence is followed.	Administration Specialists, Grade Level Teams	Scope and Sequence, Lesson Plans	Aug.- May	
B. Utilize Science grade level reps and Science facilitator to help ensure Science instruction is hands-on, meaningful, and rigorous.	Admin, Science leadership	Lesson Plans,	Aug. - May	
C. PLCs will continue to meet with administration and specialists to focus on best instructional practices- the Workshop Approach, stations, communication of learning, and higher-level thinking skills.	Admin, Specialists, Grade Level teachers	Meeting Agendas, Staff Time, <u>Teaching with Poverty in Mind</u>	Weekly Meetings (Wed.)	
D. Use of the coaching crew to analyze and improve teacher performance. This will include coaching crew to staff, staff to staff, and staff to administration.	Coaching Crew, all staff	Staff Time, Feedback Forms	Monthly meetings	
E. Continue the on-going efforts of developing and tracking Tier 1 and Tier 2 interventions for the classroom, giving teachers multiple opportunities to be exposed to and practice research-based interventions. (LLI, repeated readings, etc)	Admin, Diagnostician, SPED Team	Staff Time, Intervention resources, ERTi	Aug staff development, Staff meetings in Oct. and Nov.	
F. Disaggregate assessment data to identify strengths and weaknesses of both the campus and individual students, including those in Safeguard Subgroups (Afr.-Am., Eco. Disad.) . PLCs will be utilized to examine the data and implement strategies to address the needs of the students.	Admin, Specialists, Classroom Teachers	Data, Staff Time, Student Data	Meet each 6 weeks	
G. Host the Creek View “Writing Camp” for students in Fourth Grade. This will assist students in honing their writing skills, revising and editing skills, and creation of narrative and expository texts.	Reading Specialists, Classroom Teacher	Student Writings	March	
H. Host the 3rd Grade “Creating Thinkers” CAMP to connect the critical thinking in Reading and Math.	Math Specialist, Classroom Teacher	Student Journals	Feb.	

Evaluation	<p><b>Community-Based Accountability found at <a href="#">this link</a>.</b></p> <ul style="list-style-type: none"> <li>● STAAR Data, like those found in the appendix.</li> </ul>
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- AA scores on benchmarks, AA reading levels, AA State Assessments
- Coaching feedback forms
- Agendas from PLC meetings and data meetings
- Science Benchmark Data

**Goal 2** Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.

- Objective(s)**
1. Provide opportunities for students to become fluent in and adapt to a variety of technologies.
  2. Continue to train staff on effective strategies for working with students in poverty
  3. Ensure that Creek View promotes enrichment opportunities for every student.
  4. Effectively monitor the progress of ESL students

Activities		Personnel Resp.	Resources	Timeline
	A. Staff will be trained on effective strategies to use with students still acquiring the English language. The ESL specialist will focus on the ELPS and how to scaffold instruction.	ESL Specialist	ELPS resources, Staff Time	Sept. staff meeting, Data meetings
	B. ESL students will be monitored by the administration and ESL specialist on a six-week basis to ensure support is timely and given in a consistent manner.	ESL Specialist, Admin	Student Data chart, <u>Treasure Chest</u>	Each six weeks
	C. Teachers will be take part in a poverty training on classroom strategies that are effective in working with students in poverty. This will include extra “practice” possibilities for struggling student sub-groups (African-American, Econ. Disad.)	Admin, Specialists	Transportation of students, <u>Teaching with Poverty in Mind</u>	Aug staff development, PLC meetings each week
	D. Staff will be trained on technological tools and programs that may enhance student participation, engagement, enrichment, and achievement . Each teacher will use one technological tool to connect to one of these goals.	Admin, Campus Technology Facilitator	Staff Time, Computers	Aug. Staff development, Sept. Staff meeting
	E. The Campus Enrichment Specialist will help to develop enrichment opportunities for students in all grades- both during and after school.	Enrichment Specialist	Staff time, Transportation of students	Aug-May

Evaluation	<p><b>Community-Based Accountability found at <a href="#">this link</a>.</b></p> <ul style="list-style-type: none"> <li>● STAAR Data, like those found in the appendix</li> <li>● GT training products</li> <li>● Walkthrough notes/observations</li> <li>● Minutes of data meetings</li> <li>● ESL/ELPS training notes</li> </ul>

<b>Goal 3</b>	<b>Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.</b>
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| <b>Objective(s)</b> | <ol style="list-style-type: none"><li>1. Ensure that all Creek View employees meet the social/emotional needs of our students.</li><li>2. Ensure that the school environment is safe and conducive to learning.</li><li>3. Nurture relationships among staff to promote personal and professional growth.</li><li>4. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.</li></ol> |
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Activities		Personnel Resp.	Resources	Timeline
	A. Continue to utilize CHAMPS in the common areas of the school	SEL Team, All Staff	CHAMPS posters, Gator “claws”	Aug. Staff Development, Aug-May
	B. Implementation of a mentoring program for students in grade 3 and 4 to foster strong school to student connections, implement student goal-setting (and follow-up) procedures.	Assistant Principal, Mentoring Advisement Committee	Mentoring Materials, <a href="https://www.irscf.org">https://www.irscf.org</a>	Sept.-May
	C. Use of Conscious Discipline will continue, with the introduction of the HEART concept to govern Social/Emotional learning and decision-making.	SEL team	CD materials	Aug. Staff Development-May
	D. The CV Emergency Operation Plan will be reviewed and updated, and all applicable drills will be conducted in a timely fashion.	Assistant Principal, Safety Team	Drill Sheets, EOP	July-May
	E. Use of Counseling lessons to create a common language for HEART on the campus.	Counselor	New materials developed by Counselor	Aug.-May
	F. Creation of the “Gator Alley” to assist with student discipline, enrichment, and motivation.	Counselor, Diagnostician, LSSP	Student activities (ping-pong table, Wii, etc), Reinforcers	Aug. Staff Development, Aug-May
	G. Conduct a staff book study of <u>Daring Greatly</u> , utilizing the text to foster the skill set of professional courage.	Admin, All Staff	Copies of Book, Online blog	Aug-December
	H. Implement school-wide jobs to foster a sense of ownership and responsibility in the students.	Assistant Principal	Student Jobs	Aug-May
	I. Continue school-wide student recognition programs such as Golden Gators, Treasured Gators, and Birthday gifts.	Admin, All Staff	Staff time, Student reinforcers	Aug-May

**Evaluation**

**Community-Based Accountability found at [this link](#).**

- List of school-wide jobs and usage
- Staff participation in book study- blog responses, assignments, etc
- SEL “CHAMPS review” data and notes on changes necessary
- Drill sheets and feedback
- Staff feedback on counselor lessons and guidance program
- “HEART” notices

**Goal 4**

**Empower families and the community to be full partners in students’ educational success.**

**Objective(s)**

1. Provide opportunities for families to support their children in the learning process.
2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.

Activities		Personnel Resp.	Resources	Timeline
	A. Continue to utilize multiple modes of communication with the school community (Paper, Email, Facebook, School Messenger, etc)	Principal, Campus Tech. Fac.	Computer access	July-May
	B. Weekly newsletters will go home communicating goals and important information for the classrooms their children are in	Classroom Teachers		Aug.- May
	C. Continue the use of “family nights” to encourage family participation in the learning process and to celebrate student success on campus	Admin, All Staff		Fall date TBD, March3
	D. Formation of a working group on student portfolios and student-led conferences with the goal of spring conferences led by students.	Principal, voluntary staff		Initial Meeting in Aug, monthly after
	E. Use of the family facilitator and counselor to host parent “training” night.	Family Facilitator, Counselor		TBD
	G. Positive communication challenge will be initiated in the first semester.	Assistant Principal		Aug- Dec
	H. Teachers will meet with every parent in the first six weeks to establish a partnership to ensure each student reaches their potential.	Admin, Classroom		Aug-Oct

Evaluation	Community-Based Accountability found at <a href="#">this link</a> .
	<ul style="list-style-type: none"> <li>● Numbers of site visits, Facebook posts and activity, data from other social media outlets</li> <li>● Attendance of family nights</li> <li>● Attendance of parent “training”</li> <li>● Parent feedback through surveys</li> <li>● Student Feedback</li> <li>● Number of volunteers for portfolios and usage will be tracked for baseline data</li> </ul>



<b>Goal 5</b>	<b>Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"><li>1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results.</li><li>2. Comply with all state and federal requirements.</li></ol>
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Activities		Personnel Resp.	Resources	Timeline
	<p>A. College Station ISD will continue to develop and refine a meaningful community based accountability system to give a comprehensive measure of school quality. The Community-Based Accountability System at Creek View will address :</p> <ul style="list-style-type: none"> <li>● Fine Arts</li> <li>● Wellness and PE</li> <li>● Community and parent involvement</li> <li>● 21st century workforce development</li> <li>● Second language acquisition</li> <li>● Digital learning environment</li> <li>● Dropout prevention strategies</li> <li>● Gifted and talented programs</li> <li>● Reporting and policy requirements</li> <li>● Qualified staff</li> <li>● Scope and sequence</li> <li>● Choice in learning</li> <li>● Literacy and mathematics</li> <li>● College ready</li> <li>● Financial resources</li> </ul>	Admin	Community-Based Accountability data sources, Various district personnel	Aug- May
	<p>B. Use of the Specialists to improve performance of At-Risk students on multiple measures</p>	Admin, Specialists	SCE Money: -2 FTEs -Materials and Supplies Totaling \$111,919.90	Aug-May

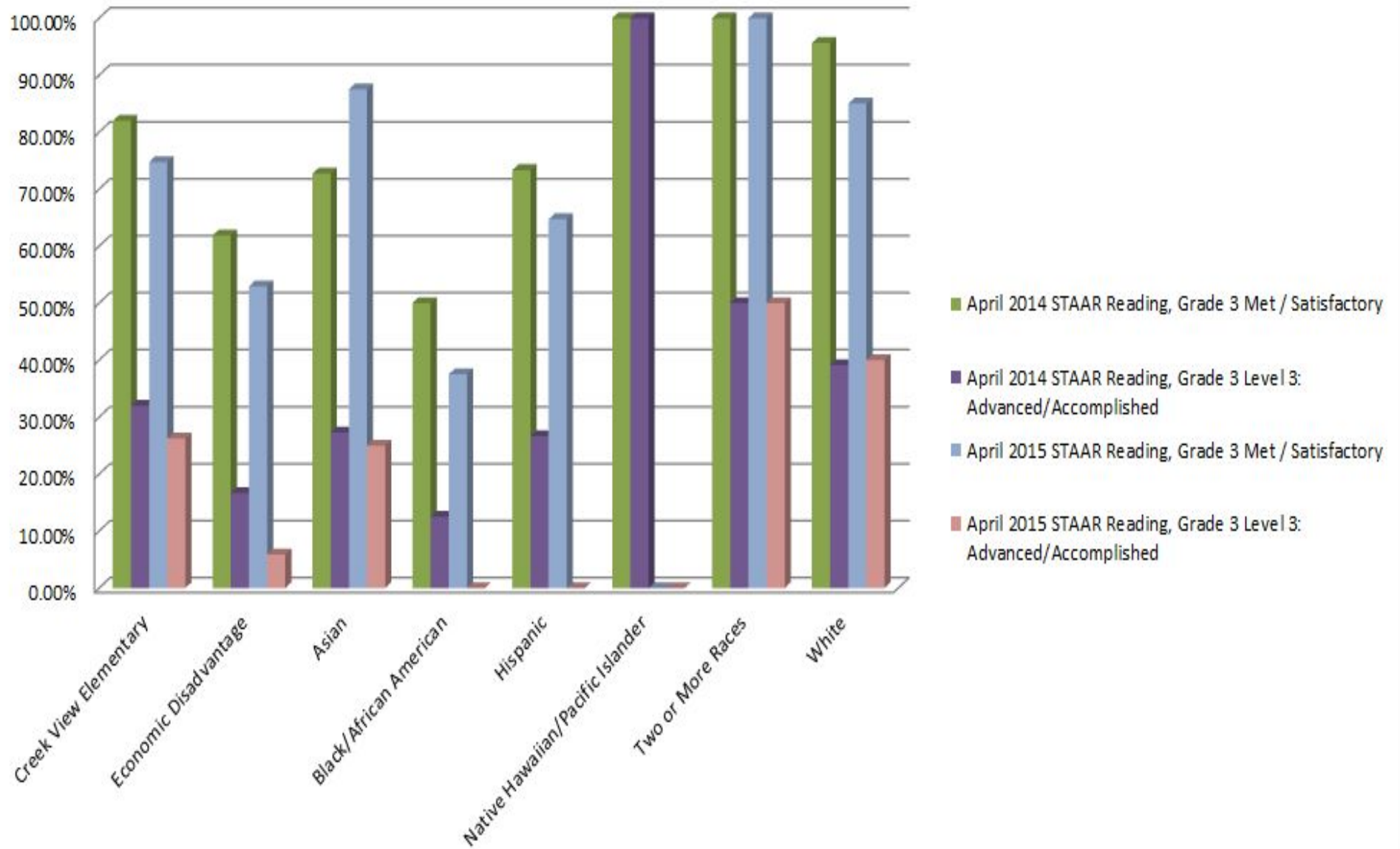
Evaluation	<p><b>Community-Based Accountability found at <a href="#">this link</a>.</b></p> <ul style="list-style-type: none"> <li>● State and federal accountability results</li> <li>● Local and state assessment results</li> <li>● Tutoring logs</li> </ul>
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## Appendix I- Data Tables

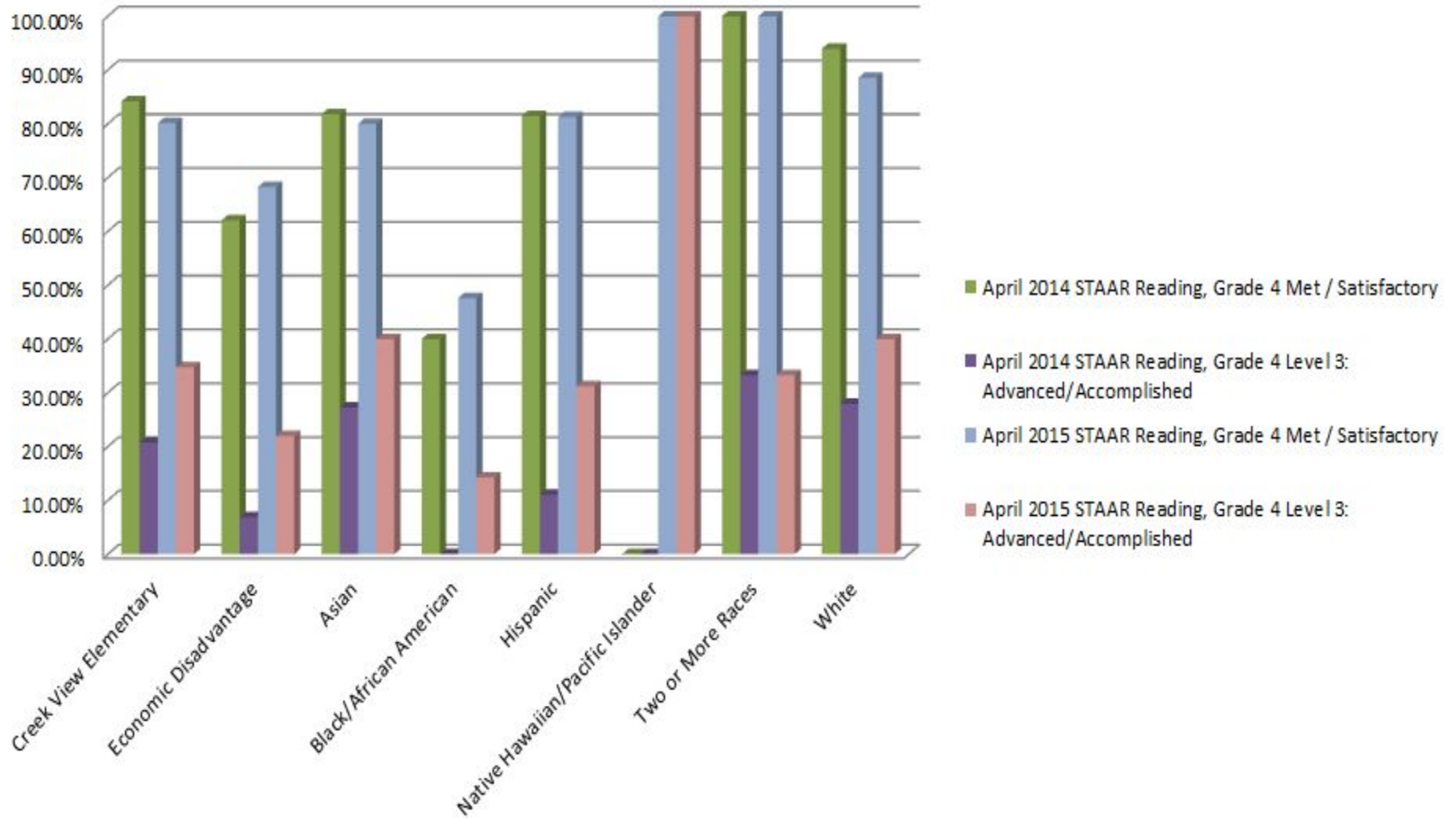
(Please note that in the Math comparison tables, the “Percent Correct” data was used as a reference point.)

### 3rd Grade Reading STAAR 2104-2015

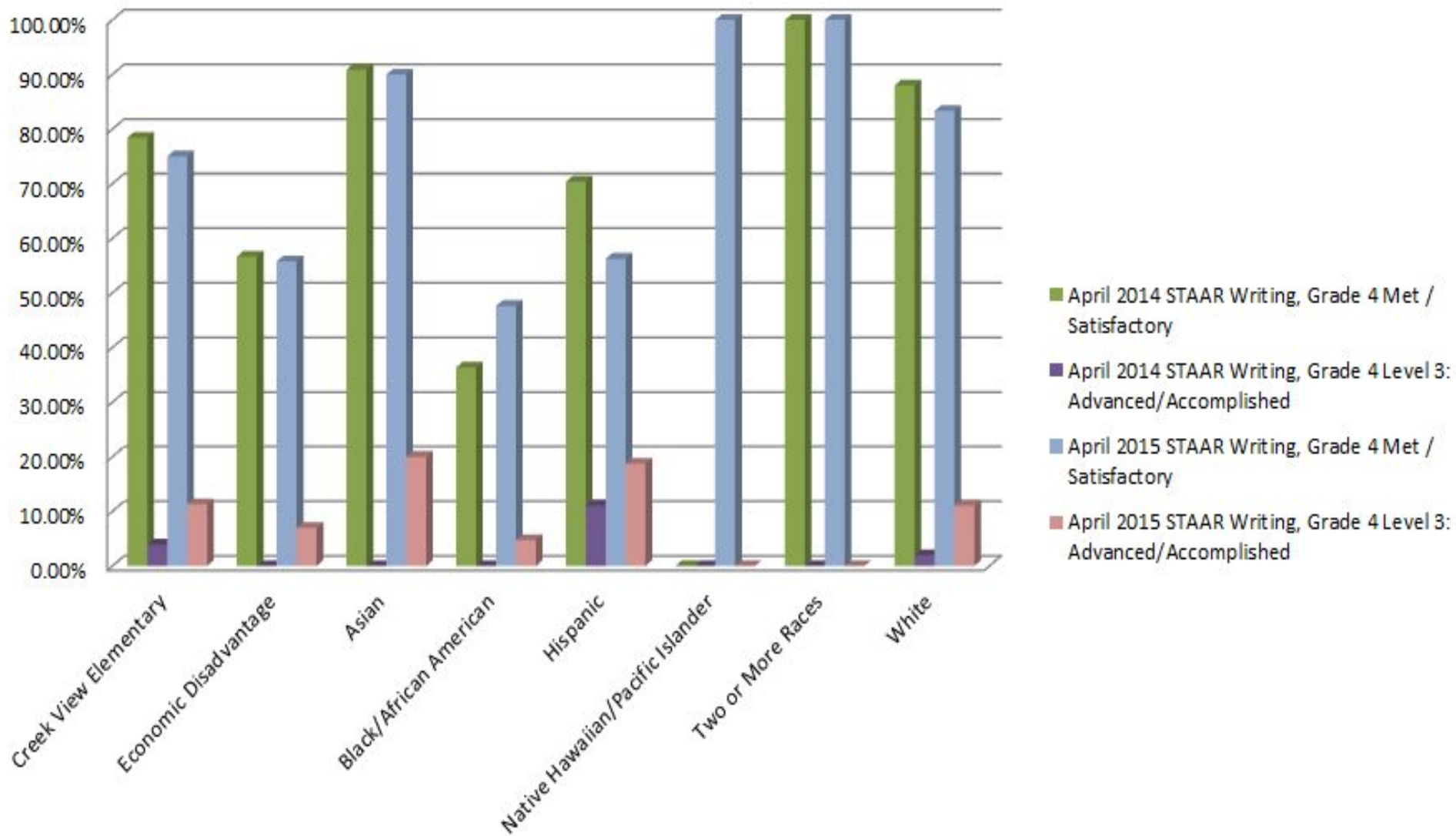




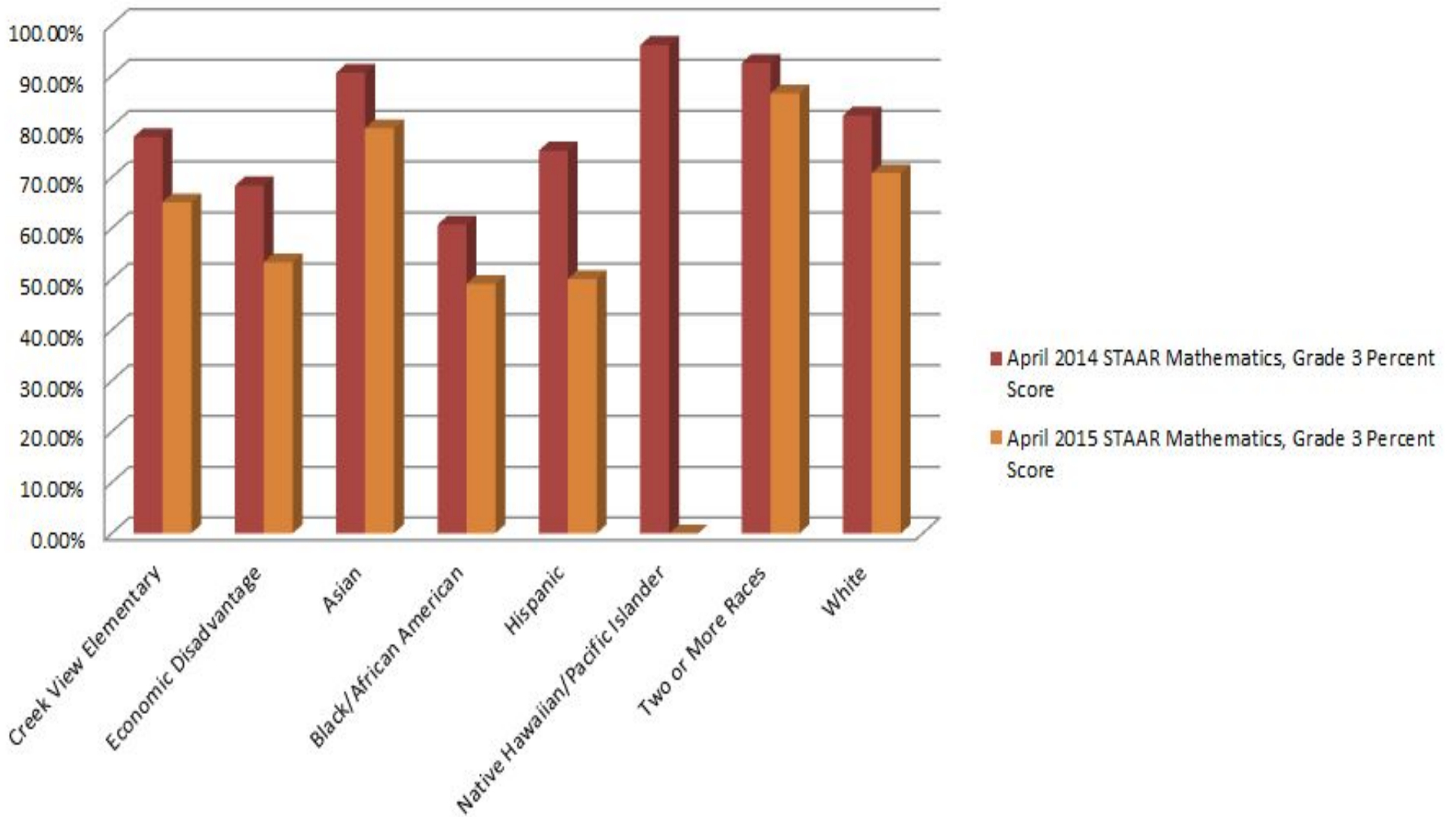
## 4th Grade Reading STAAR 2014-2015



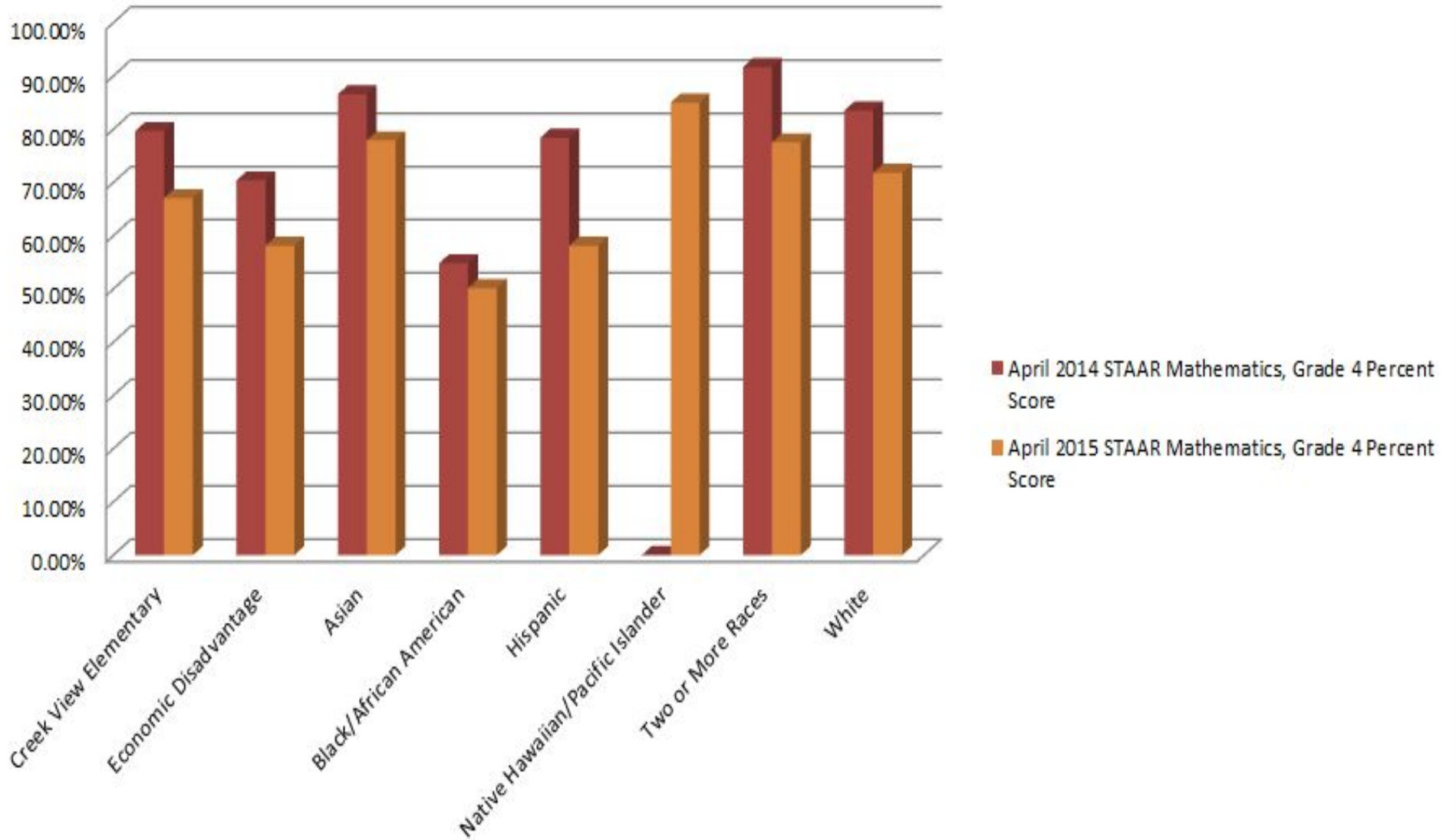
### 4th Grade Writing STAAR 2014-2015



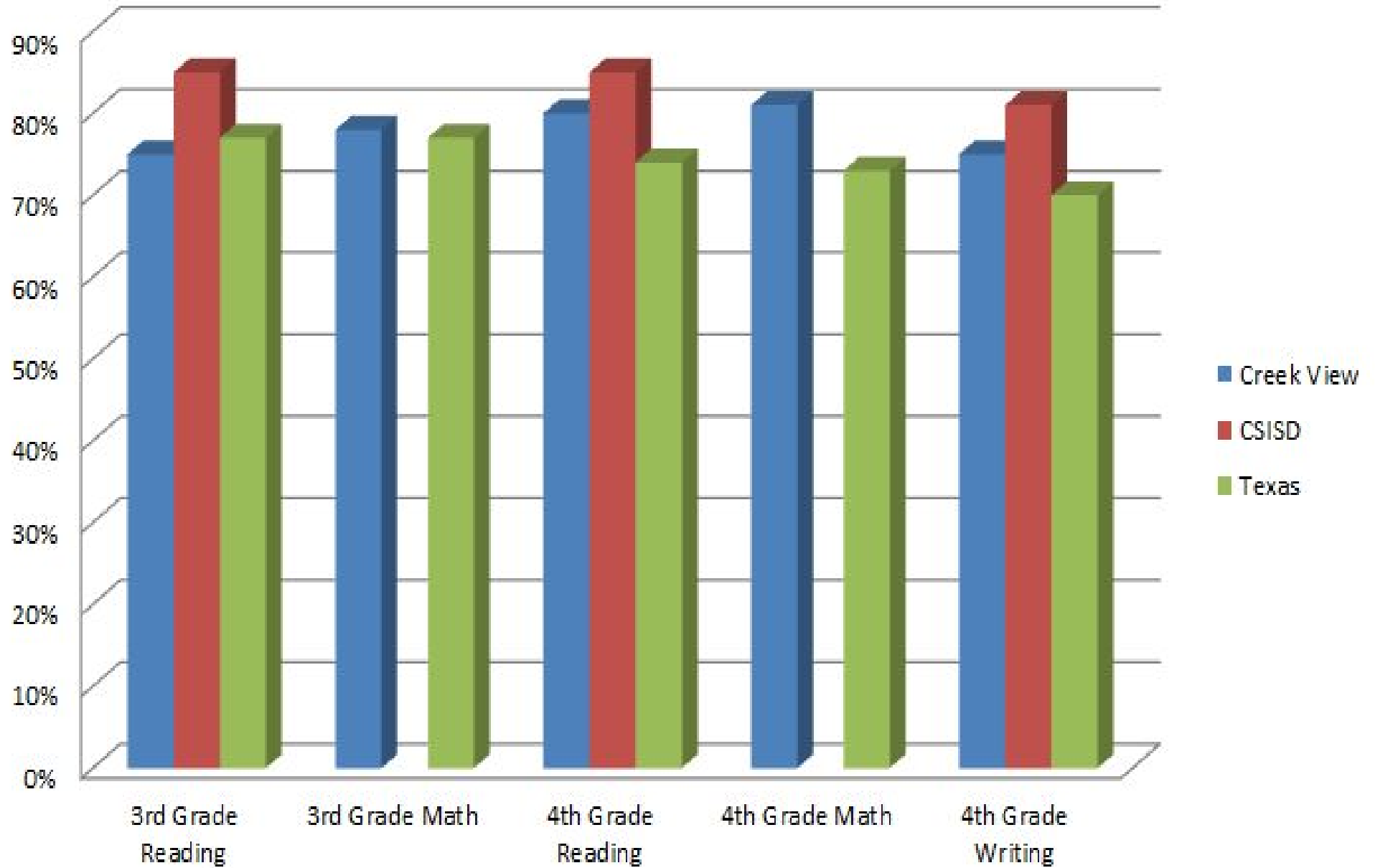
### 3rd Grade Math STAAR 2014-2015



## 4th Grade Math STAAR 2014-2015



## 2015 Passing Rates



**Creek View  
Professional  
Development Plan  
2015-16**

All members of the staff who work with students in any instructional environment must attend training activities. This includes administrators, teachers, professional support staff and instructional paraprofessionals. College Station ISD has scheduled 10 inservice days during the school year for all instructional staff members.

Specific days are designated as District days and the remaining days have been reserved for campus professional development initiatives, campus planning, teacher workdays, and one elementary parent conference day. These days are noted on the [district calendar](#).

New Teacher University

- College Station ISD conducts a three day New Teacher University (NTU) professional development each August prior to district-wide days. NTU is for all teachers new to the district and in-district teachers who have completed their first year of teaching. It is recommended that new administrators attend specifically identified sessions of NTU. Additional days of training (2-4) occur during the school year. For these trainings teachers are assigned to groups based on their years of teaching experience. Instructional Coaches are located on each campus for continuous support of new staff. In addition, mentors are assigned to staff who are in their first year of teaching.

Instructional Focus at Creek View

- The staff will be trained on the Workshop Model, stations for literacy and numeracy
- Data-driven instruction through PLC work
- Math communication
- “Coaching” form peers
- Use of intervention and documentation to track progress

SEL Focus

- Daring Greatly to affect change in staff, student, and community perspective
- Conscious Discipline
- CHAMPS

Gifted and Talented

- CSISD requires all teachers to acquire 30 hours of Level 1 Gifted and Talented training. Initial teacher training for 1st through 12th grade staff must be completed before the beginning of the second year of employment. Kindergarten teachers must complete this training during the first semester of employment.
- The District also requires that teachers attend 6 hours of update training annually.
- All administrators and counselors must have an initial 6 hours of GT training which includes Nature and Needs and Identification/Assessment. This training must be completed by the end of the first semester of the first year of employment in the district.

ESL

- All teachers will be trained on the ELPS, scaffolding instruction for students learning the english language, and effective strategies for working with families who have ESL students.
- ESL teachers will be trained on the TELPAS assessment and LPAC procedures.

Special Education

- State Law requires that every instructional staff member receives Special Education training annually. District inservice meets this requirement. Staff certified in Crisis Prevention Intervention (CPI) must recertify every two years. All teachers must receive training on the Texas Behavior Support Initiative (TBSI).
- Continue the work on Documentation of Tier 1 and Tier 2 interventions.

For a more detailed list of professional development sessions, please click link [here](#).

