

Carrollton-Farmers Branch Independent School District

Creekview High School

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 6
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Guiding Objectives 12
 - Guiding Objective 1: Optimize Engaging and Diverse Learning 13
 - Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs 14
 - Guiding Objective 3: Optimize Community Engagement 15
 - Guiding Objective 4: Optimize Social and Emotional Health of all students 16
 - Guiding Objective 5: Optimize All Available Resources 17
- Targeted Support Strategies 20
- Campus Improvement Committee 21
- Campus Funding Summary 22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our district includes addresses from municipalities including Addison, Dallas, Carrollton, Farmers Branch, Coppell, and Irving. Our district also accepts out-of-district transfers for both employees and non-employees. District enrollment numbers are ~26,000 students with 39 campuses. ~7% African American, ~12% Asian, ~56% Hispanic, 0.3% American Indian, 0.1% Pacific Islander, ~13% White, and 2.8% two or more races. ~63% of students are economically disadvantaged, 30.3% of students are English Language Learners “ELL” and 12.0% of students are served through special education “SPED” services.

Creekview's demographic student data from the 2021-2022 school year is as follows:

African American: 14.4%

Hispanic 50.83%

White 19.4%

Asian 11.2%

Native Hawaiian or Pacific Islander .12%

American Indian .18%

Two or more 3.9%

Economically Disadvantaged 52.96%

SPED 10.2%

ESL 18.58%

GT 11.7%

504 8.82% (149)

Transfer In Students 6.3 (107)

Creekview Staff information for the 2021-2022 school year is as follows:

Average years of experience

Teachers: 11.5

Teachers with Masters: 45.5%

Teachers with Doctorates: 5%

This is Creekview's 25th year to be serving the students in our community. Creekview's address is 3201 Old Denton Dr. Carrollton, Texas and is located in southern Denton County. Creekview has proudly served the students in CFB for almost a quarter of a century!

Demographics Strengths

Creekview's demographic strengths are the diversity of the student population. Our unofficial nickname is "Creekview America". The students grow up together and appreciate the diversity from their fellow students.

The Creekview staff is a strength. They are experienced and the core leadership team is consistent.

Average years of experience

Teachers: 11.5

Teachers with Masters: 45.5%

Teachers with Doctorates: 5%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Spanish is spoken by many of our parents. These parents also are less likely to be involved for a variety of reasons. **Root Cause:** The causes are due to language barriers, work commitments, and cultural expectations.

Problem Statement 2 (Prioritized): Lack of parental involvement outside of our PTSA Board. **Root Cause:** The root cause varies by parental issues related to time and resources.

Problem Statement 3: Although we have several business partners, I feel our numbers could be improved for a school and community our size. **Root Cause:** COVID and the challenges facing businesses the last few years have caused businesses to focus on their bottom line.

Problem Statement 4 (Prioritized): We will continue to support our teachers so that our turn over will be reduced. **Root Cause:** Competition and the economy gives teachers choices to easily move districts.

Student Learning

Student Learning Summary

At Creekview, student learning is focused on supporting students mastery of the essential standards identified for each grade level and course. Although the challenges facing schools the past couple of years are well documented, the students at Creekview have performed well on the STAAR exam and on AP exams. Students at Creekview took over 700 AP exams during May of 2022 school year.

	Algebra	Biology	US History	English 1	English 2
Creekview	73	87	88	67	73
Smith	63	71	84	48	58
RL Turner	53	76	83	51	61
Ranchview	45	80	89	60	72
Texas	72	82	89	62	71
CFB	72	79	85	56	

Student Learning Strengths

- Students outscored all other comprehensive high schools on EOC English 1, English 2, Algebra and Biology, and were 1% lower than the highest scoring campus on US History.
- 88% of students enrolled in an AP course took the corresponding AP Exam

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The number of students who have taken an AP exam has dropped each of the past three years. **Root Cause:** COVID challenges for our students has caused the numbers to drop.

Problem Statement 2 (Prioritized): The number of students who are tardy or who been absent the past several years has impacted negatively student achievement. **Root Cause:** Several students were out for COVID protocols and students are getting back in to the routine of school has taken time.

School Processes & Programs

School Processes & Programs Summary

Throughout the year Creekview is collecting data on instructional practices, curricular, personnel support and training, organizational leadership and administrative programs. In the area of instruction, the administration completes TTESS observations and mentor relationships with teachers as well as consistent Professional Development opportunities focusing on classroom instruction. In the area of curricular, our core departments have instructional facilitators and department managers that ensure that personnel follow district and state guidelines for curricular expectations and assessment protocols. These individuals work with district office departmental leaders. In the area of personnel, department leaders work with administrators to seek out and interview high-quality teaching candidates. Mentor teams along with TTESS observations assess professional needs. In the area of organization, meetings are conducted with the campus leadership team, discipline committee, Campus Improvement Committee (CIC), administration, and graduation team. In the area of administration, the teachers and staff are using restorative practices to meet the students' social and emotional needs. Included in restorative practice, the campus has created a restorative center, and a peace room that gives our students a place to gather themselves emotionally so that they can be successful academically. Other administrative processes include professional development periods, advisory lessons, bell-to-bell instruction and data-driven instructional practices. Also, Creekview students are able to participate in our Law & Public Service Academy and starting next year the Education and Training through our new academy. Students also have the opportunity to participate in athletics during the school day as well as fine arts programs such as band, orchestra, choir, theater arts, and visual arts.

School Processes & Programs Strengths

Our Law and Public Service Academy is well established and will serve as a model for our new Education and Training Academy. Our new ROTC facilities are state of the art and attractive to students. All athletic teams except one made playoffs and have been successful for our students and our school culture. In addition, our fine arts programs are established and achieve success at competitions, all receiving straight ones from judges.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our new Teaching and Learning Academy is new and will start slowly as we gather students interest. **Root Cause:** Teaching is not a high income earning career and some students would rather pursue other careers.

Problem Statement 2: The social and emotional needs of students has grown over the years and it is having an impact on the educational environment. **Root Cause:** The global pandemic, as well as other social factors in our country is impacting all of our stakeholders.

Perceptions

Perceptions Summary

Creekview's goal as a campus is to graduate every student college and career ready without remediation. As a campus CHS is guided by the “5 that drive,” which are made of culture, data, observation and feedback, MTSS and restorative practices. Each of those categories are supported by professional learning communities and CFB interdepartmental support.

Each year teachers complete the Upbeat Survey to provide feedback on school culture and work environment. Strengths of the survey include: teacher belonging & well being, inclusion by the teachers, recruiting, retention and on-boarding , teachers feeling appreciated , and trust between principals and teachers . Some of the areas for growth from the survey include: student engagement , school safety, parent/teacher communication , and teacher voice and leadership.

The students completed the Panorama survey and the strongest areas rated by the students include: teacher pedagogical effectiveness, classroom climate , and rigorous classroom expectations percent. The lower areas rated by the students was classroom engagement.

Additionally, Creekview sends out a weekly email communication to parents, teachers, and students; posts on multiple social media platforms; and hosts meet the teacher and parent/teacher conferences each semester.

Perceptions Strengths

- Panorama Survey
- Social Media Engagement
- Upbeat Survey
- Staff Desire to Work at Creekview

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The students feel that their student engagement is a problem. **Root Cause:** The students do not understand the relevancy of certain standards.

Priority Problem Statements

Problem Statement 4: Our new Teaching and Learning Academy is new and will start slowly as we gather students interest.

Root Cause 4: Teaching is not a high income earning career and some students would rather pursue other careers.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 3: The students feel that their student engagement is a problem.

Root Cause 3: The students do not understand the relevancy of certain standards.

Problem Statement 3 Areas: Perceptions

Problem Statement 1: Lack of parental involvement outside of our PTSA Board.

Root Cause 1: The root cause varies by parental issues related to time and resources.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of students who are tardy or who been absent the past several years has impacted negatively student achievement.

Root Cause 2: Several students were out for COVID protocols and students are getting back in to the routine of school has taken time.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: We will continue to support our teachers so that our turn over will be reduced.

Root Cause 5: Competition and the economy gives teachers choices to easily move districts.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Communications data

Guiding Objectives

Revised/Approved: July 15, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By Spring of 2023, through professional development opportunities, PLC practice, and curricular review our Panorama survey data will show a score of 60% on Student Classroom Engagement. (with a focus on sub populations such as Emergent Bilingual Students etc.)

Strategy 1 Details	Reviews			
<p>Strategy 1: Use learning targets and relevancy targets to continue to engage our learners in relevant materials.</p> <p>Strategy's Expected Result/Impact: The Panorama Data will continue to show high satisfaction results for being supported at Creekview HS.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The students feel that their student engagement is a problem. Root Cause: The students do not understand the relevancy of certain standards.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: The percentage of graduates who meet TSI criteria through SAT, ACT, Accuplacer (TSIA) or a college preparatory course in Reading and Math will increase from 54% to 60% by August 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct evening tutorial sessions to prepare students for TSIA2 assessments. Strategy's Expected Result/Impact: Increase percentage of students meeting the TSIA criteria by 6%. Staff Responsible for Monitoring: Administrator responsible for 12th grade</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 Funding Sources: Tutors - 211 Title I - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2 Problem Statements:





Student Learning
<p>Problem Statement 2: The number of students who are tardy or who been absent the past several years has impacted negatively student achievement. Root Cause: Several students were out for COVID protocols and students are getting back in to the routine of school has taken time.</p>

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: Increase visibility in hallways, stairwells, and restrooms to reduce office referrals in these common areas by 10% of 2023.

High Priority

Evaluation Data Sources: Discipline referral data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement school-wide monitoring system for passing periods to increase the adult-presence and supervision. Strategy's Expected Result/Impact: Reduction in common area behavior referrals by 10% Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By the start of the school year, Creekview will have in place an additional safety monthly audit that will produce a measurable baseline of data regarding, accessible entries as evidenced by a completed set of data with no missed monthly data. Strategy's Expected Result/Impact: Fewer referrals and a safer learning environment. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: The number of students who are tardy or who been absent the past several years has impacted negatively student achievement. Root Cause: Several students were out for COVID protocols and students are getting back in to the routine of school has taken time.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: Creekview High School will work to develop an effective partnership with our community to not only meet the needs of our students but to also be involved in meeting the needs of the community, increasing community partnership by 10% during the 2022-2023 school year.

Evaluation Data Sources: Community partnership spreadsheet.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reach out to local churches, businesses, and vendors to initiate partnerships. Strategy's Expected Result/Impact: Increase in partnerships by 10% Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: Lack of parental involvement outside of our PTSA Board. Root Cause: The root cause varies by parental issues related to time and resources.</p>





Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By Spring of 2023, through PD and advisory for teachers & students, SEL lessons for students on the importance of a sense of belonging. Students sense of belonging will increase by 5% on our panorama survey. Additionally, we will work towards a full staff engagement for the restoratives practices that will lead to a 10% reduction of behavioral infractions as evidenced by referral quantity.

High Priority

Evaluation Data Sources: Panorama Survey
Teams Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement SEL lessons in advisory for students and in staff development for staff. Model relational building activities in faculty meetings.</p> <p>Strategy's Expected Result/Impact: Increase students' sense of belonging by 5% on Panorama; reduce discipline referrals by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principal , Lead Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: The number of students who are tardy or who been absent the past several years has impacted negatively student achievement. Root Cause: Several students were out for COVID protocols and students are getting back in to the routine of school has taken time.</p>
Perceptions
<p>Problem Statement 1: The students feel that their student engagement is a problem. Root Cause: The students do not understand the relevancy of certain standards.</p>





Guiding Objective 5: Optimize All Available Resources

Goal 1: By August 2022, optimize the master schedule so that 100% of teachers are teaching in their field of expertise and are supported by the instructional facilitators for their specific content area.

High Priority

Evaluation Data Sources: Master Schedule
Class size

Strategy 1 Details	Reviews			
<p>Strategy 1: Use all available resources to find and hire teachers who are highly qualified.</p> <p>Strategy's Expected Result/Impact: Have 100% highly qualified teachers in all teaching positions.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Goal 1 Problem Statements:

Demographics
<p>Problem Statement 4: We will continue to support our teachers so that our turn over will be reduced. Root Cause: Competition and the economy gives teachers choices to easily move districts.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 2: Expend local and title I budgets to within 5% of total allocation by 2023.

Evaluation Data Sources: TEAMS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Supplement HB4545 classes with morning, afternoon, and Saturday tutorials to meet the hours required from TEA.</p> <p>Strategy's Expected Result/Impact: All HB4545 students will meet the required 30 hours prior to taking the STAAR exam.</p> <p>Staff Responsible for Monitoring: Assistant Principal responsible for HB4545 monitoring</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Highly qualified tutors - 211 Title I - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase books for reading materials in advisory for sustained silent reading.</p> <p>Strategy's Expected Result/Impact: Increase ELA scores on all STAAR exams.</p> <p>Staff Responsible for Monitoring: ELA department manager.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>-</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Reading Materials - 211 Title I - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Student Learning

Problem Statement 2: The number of students who are tardy or who been absent the past several years has impacted negatively student achievement. **Root Cause:** Several students were out for COVID protocols and students are getting back in to the routine of school has taken time.

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
5	2	1	Supplement HB4545 classes with morning, afternoon, and Saturday tutorials to meet the hours required from TEA.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Joe LaPuma	Principal
Administrator	Dana Macedo	Associate Principal
Paraprofessional	Candace Briggs	Secretary
Administrator	Brian Anderson	Assistant Principal
Administrator	Veronica Rolon	Assistant Principal
Administrator	Danielle Ford	Assistant Principal
Administrator	Dawn Rink	Assistant Principal
Classroom Teacher	Eleonor Nelson	Teacher
Non-classroom Professional	Jennifer Weatherford	Teacher
Classroom Teacher	Jessica Stevens	Teacher
Classroom Teacher	Jonathan Ray	Teacher
Classroom Teacher	Rachel Cain	Teacher
Classroom Teacher	Daniel Benchot	Sped Teacher
Parent	Jamie Saleh	Parent
Business Representative	Michael Cone	Business Representative
Parent	Stacey Homan	Parent
Community Representative	Kevin Bethea	Community Member
Community Representative	Corey Russell	Community Member

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutors		\$5,000.00
5	2	1	Highly qualified tutors		\$5,000.00
5	2	2	Reading Materials		\$15,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$22,300.00
+/- Difference					-\$2,700.00
Grand Total Budgeted					\$22,300.00
Grand Total Spent					\$25,000.00
+/- Difference					-\$2,700.00