

Carrollton-Farmers Branch Independent School District

Creekview High School

2023-2024 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

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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%

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

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.

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






Guiding Objectives

Revised/Approved: August 7, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By Spring of 2024, 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: We will bring in Solution Tree to present to the staff on PLC that works for our teachers. Strategy's Expected Result/Impact: Increased engagement with students. Staff Responsible for Monitoring: Admin Team</p> <p>Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Solution Tree PD - 211 Title I - 211-13-6299-00-006-99-000 - \$5,657</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental support and resources to support at-risk students including: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, and AVID Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments Staff Responsible for Monitoring: Admin Team, Instructional Team</p> <p>Title I: 2.4, 2.6 Funding Sources: Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$418,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Become an AVID demo school and help students with WICOR....writing, inquiry, collaboration, organization, and reading. We will purchase AVID agendas to help students organize their calendar year and to implement this school-wide for academic success.</p> <p>Strategy's Expected Result/Impact: Organized students will perform better in all areas of their school life, including academic and extracurricular.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Funding Sources: Agendas/Planners - 211 Title I - 211-11-6399-00-006-99-000 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2024, the percentage of students at the All Subjects level will increase a minimum of 5% at the Meets level on STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Tutorials, and work with students before the Dec. Retest	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Instructional Specialists to support teachers in planning for instruction and interventions. Strategy's Expected Result/Impact: Increase on student achievement on state and local assessments Staff Responsible for Monitoring: Instructional Specialists, Administrators, Teachers Funding Sources: Instructional Specialists - 211 Title I - 211-11-6119-00-006-30-000 - \$59,713	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2024, the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2023 TELPAS will increase by 5%.

Evaluation Data Sources: TELPAS

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2024, students receiving services through Special Education will increase performance by 5% at the Meets level on STAAR as measured across all subjects and all grade levels tested.

Evaluation Data Sources: STAAR

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By August 31, 2024, the percent of annual graduates earning a CCMR indicator will return to 73%.

HB3 Guiding Objective






Evaluation Data Sources: TEA Tracker report and external reporting for all A-F CMMR indicators

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By May 31, 2024, Creekview will be selected to be a National Demonstration School.






HB3 Guiding Objective

Evaluation Data Sources: Roster of staff trained and method of delivery of the professional development activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Send teachers to AVID training and continue to participate in AVID professional development for our teachers and students. which will include the purchase of AVID planners for the students.</p> <p>Strategy's Expected Result/Impact: annually</p> <p>Staff Responsible for Monitoring: admin</p> <p>Funding Sources: AVID Summer Institute - 211 Title I - 211-13-6411-00-006-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </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% by May of 2024.

Strategy 1 Details	Reviews			
Strategy 1: Request the placement of Vape Detectors in the restrooms to cut down and discourage the incidents of Vape use at the campus. Strategy's Expected Result/Impact: Less vaping incidents on campus and less placements at AEP and PAC Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Oct	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>				

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

Goal 2: By May 2024, develop capital plan utilizing Geographic Information Systems (GIS) and Asset planning to develop a 10 year replacement cycle for District Facilities

Evaluation Data Sources: Board Presentations and Work studies

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

Goal 3: By May 2024, develop a Standard Operating Procedure Manual around best practices to optimize work order completion and customer service

Evaluation Data Sources: Quarterly Board updates and monthly campus updates that highlight work order reports and energy utilization.

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

Goal 4: By May 2024, 100% of new and modified building additions to campuses will include safety and security measures before construction begins.

Evaluation Data Sources: Safety and security standards incorporated in the construction process for all construction and bond projects.

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

Goal 5: By May of 2024, 100% of the Campus Threat Assessment Teams will have met the mandated requirements for SB11.

High Priority

Evaluation Data Sources: Threat assessment checklist

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, CFBISD will increase the number of volunteers registered in ParentSquare by 5%.

Evaluation Data Sources: Registered ParentSquare volunteers in 22-23 was 5,073.






Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2024, Carrollton Farmers Branch ISD will increase parent and community engagement.

High Priority






HB3 Guiding Objective

Evaluation Data Sources: Focus group meetings, parent survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Host multiple FAFSA nights for parents and educate them on how to complete this form with their students.</p> <p>Strategy's Expected Result/Impact: Parents and students will have better access to FAFSA with a certified CPA and staff on-site to assist with all aspects.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Parent education information, CPA, snacks - 211 Title I - 211-11-6498-00-006-99-000 - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
	 30%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Guiding Objective 3: Optimize Community Engagement

Goal 3: 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 2023-2024 school year.

Strategy 1 Details	Reviews			
Strategy 1: Continue our partnership with MetroCrest services to help our families and students in need. Strategy's Expected Result/Impact: Stocked food pantry Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	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>				

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

Goal 1: Through Spring of 2024, present lessons on SEL during PD, and advisory that will benefit both teachers & students. Lessons will include the importance of belonging as well as self care. 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.

Strategy 1 Details	Reviews			
Strategy 1: Work with counselors to present to the CHS staff mindfulness techniques to reduce stress in the work place. Strategy's Expected Result/Impact: Retention, less sick days Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 2: By May 2024, African American student suspensions (In-School Suspensions, Out-of-School Suspensions, and Alternative Educational Program placements) will be less than 18% of the total CFBISD disciplinary removals/out-of-placements.

Evaluation Data Sources: Discipline Data
Upbeat Survey

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

Goal 3: By May 2024, all secondary administrators, teachers, and counselors will be equipped with tools to support students' mental health and drug refusal skills.

Evaluation Data Sources: Campuses document delivery of high-priority SEL lessons by advisory teachers

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

Goal 4: By May 2024, 100% of CFBISD schools will implement the district's Bullying/Cyberbullying Prevention and Intervention Plan.

Evaluation Data Sources: Surveys
SafeSchools Report
PEIMS Bullying/Cyberbullying Report








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

Goal 5: By May 2024, CFBISD will have obtained recognition as a Common Sense District through Common Sense Media.

Evaluation Data Sources: Common Sense Media certification process

Guiding Objective 5: Optimize All Available Resources

Goal 1: By August 2023, 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.

Strategy 1 Details	Reviews			
Strategy 1: Recruit at job fairs, through social media, and through word of mouth from happy staff on the campus. Strategy's Expected Result/Impact: Less turnover Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	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>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2024, the teacher candidate pool will increase by 5% as compared to May 2023 pool.

Evaluation Data Sources: TEAMS/RECRUIT AND HIRE

Guiding Objective 5: Optimize All Available Resources

Goal 3: By May 2024, the staff retention rate will increase by 5% from the End of Year 2023.

Evaluation Data Sources: TEAMS data.

Guiding Objective 5: Optimize All Available Resources

Goal 4: By October 2023, the district will increase the number of enrolled students by 2%, and ADA to increase funding to optimize all available resources, as measured by snapshot day.

Evaluation Data Sources: PEIMS enrollment by snapshot day

State Compensatory

Budget for Creekview High School

Total SCE Funds: \$418,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Creekview's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

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

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring data including End of Course, Grades, and State and Local assessments, is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

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

Creekview's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.