Carrollton-Farmers Branch Independent School District

Creekview High School

2024-2025 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

Revised/Approved: May 22, 2024

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 (Prioritized): 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: Lack of parental involvement for our students with the highest academic as well as social and emotional needs.
Root Cause: Students who are not involved in extracurricular activities are more likely to have more discipline and academic problems.

Problem Statement 3 (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	71	94	97	70	76	
Texas	79	91	96	68	75	
CFB	77	89	95	60	66	

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 (Prioritized): Rising numbers of EB and Newcomer students have impacted student achievement to no fault of the students because they are learning the language.
Root Cause: Teachers have higher numbers of EB students in their classes and need professional support to meet the needs of the students.

Problem Statement 2: The number of students who are tardy to first period negatively impacts student achievement

Root Cause: Even though the start time was pushed back. Many students arrive to school after the 8:40am bell.

Problem Statement 3: 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 4 (Prioritized): State-wide, ELA and Math STAAR scores went down
Root Cause: The state adjusted the test.

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): 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.

Problem Statement 2: Our Fire Academy is new and will start slowly as we gather students interest. Other CTE programs are also working on enrollment
Root Cause: Students have many choices in the district.

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 student engagement is an area that can improve.
Root Cause: The students do not understand the relevancy of certain standards.

Priority Problem Statements

Problem Statement 1: Rising numbers of EB and Newcomer students have impacted student achievement to no fault of the students because they are learning the language.
Root Cause 1: Teachers have higher numbers of EB students in their classes and need professional support to meet the needs of the students.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: We will continue to support our teachers so that our turn over will be reduced.
Root Cause 2: Competition and the economy gives teachers choices to easily move districts.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Spanish is spoken by many of our parents. These parents also are less likely to be involved for a variety of reasons.
Root Cause 3: The causes are due to language barriers, work commitments, and cultural expectations.
Problem Statement 3 Areas: Demographics

Problem Statement 4: The students feel that student engagement is an area that can improve.
Root Cause 4: The students do not understand the relevancy of certain standards.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: The social and emotional needs of students has grown over the years and it is having an impact on the educational environment.
Root Cause 5: The global pandemic, as well as other social factors in our country is impacting all of our stakeholders.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: State-wide, ELA and Math STAAR scores went down
Root Cause 6: The state adjusted the test.
Problem Statement 6 Areas: Student Learning

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
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Guiding Objectives

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: Increase Student Classroom Engagement through professional development opportunities, PLC practice, and curricular review our Panorama survey data will show a score of 60% by Spring of 2025. (with a focus on sub populations such as Emergent Bilingual Students etc.)

Evaluation Data Sources: Student Panorama

Strategy 1 Details	Reviews			
Strategy 1: 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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments **Staff Responsible for Monitoring:** Admin Team, Instructional Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $418,000	55%	75%	90%	

Strategy 2 Details	Reviews			
Strategy 2: By being 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Organized students will perform better in all areas of their school life, including academic and extracurricular. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** Agendas/Planners - 211 Title I - 211-11-6399-00-006-99-000 - $10,000	80%	90%	100%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Rising numbers of EB and Newcomer students have impacted student achievement to no fault of the students because they are learning the language. **Root Cause**: Teachers have higher numbers of EB students in their classes and need professional support to meet the needs of the students.
Problem Statement 4: State-wide, ELA and Math STAAR scores went down **Root Cause**: The state adjusted the test.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Increase the meets level on STAAR by a minimum of 3% at the Meets level on all STAAR subjects. by May of 2025.

    HB3 Guiding Objective

    Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Tutorials, and work with students before the Dec. Retest	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Oct**	**Jan**	**Mar**	**June**

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  Problem Statements: Student Learning 4
  Funding Sources: Tutorials, Extra Duty Pay - 211 Title I - 211-11-6117-00-006-30-000 - $2,008
	10%	60%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Instructional Specialists to support teachers in planning for instruction and interventions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase on student achievement on state and local assessments	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Instructional Specialists, Administrators, Teachers
 	
  TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction
  Problem Statements: Demographics 3 - Student Learning 4
  Funding Sources: Instructional Coach - 211 Title I - 211-13-6119-00-006-30-000 - $75,467
	40%	60%	90%	

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

Goal 2 Problem Statements:

Demographics
Problem Statement 3: 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
Problem Statement 4: State-wide, ELA and Math STAAR scores went down   **Root Cause**: The state adjusted the test.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Increase the percentage of Emergent Bilingual students who advance at least one proficiency level as measured by 2023 TELPAS will increase by 5% By May 2025.

   Evaluation Data Sources: TELPAS

Strategy 1 Details		Reviews			
Strategy 1: Targeted tutorials to support EB students		**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will exit through TELPAS		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Tutors, Snacks - 211 Title I - 211-11-6117-00-006-30-000 - $2,000		15%	40%	75%	
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Rising numbers of EB and Newcomer students have impacted student achievement to no fault of the students because they are learning the language.   **Root Cause**: Teachers have higher numbers of EB students in their classes and need professional support to meet the needs of the students.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Increase Meets level on STAAR by 5% for students receiving services through Special Education as measured across all subjects and all grade levels tested.
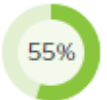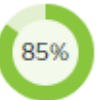
    Evaluation Data Sources: STAAR

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Increase the percent of annual graduates earning a CCMR indicator to 90% By August 31, 2025.

HB3 Guiding Objective

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

Strategy 1 Details		Reviews			
Strategy 1: Increase IBC, focus on AP, TSI, Dual, SAT, and ACT. For all other students, have them finish TCB		**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will be college ready		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal					
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** TCB - 211 Title I - 211-11-6117-00-006-30-000 - $2,000		35%	55%	85%	

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

Goal 5 Problem Statements:

Demographics
Problem Statement 3: 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.
Perceptions
Problem Statement 1: The students feel that student engagement is an area that can improve. **Root Cause**: The students do not understand the relevancy of certain standards.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Increase the schoolwide AVID strategies at Creekview building on the success of being a National Demonstration School for AVID by May 31st, 2025.

HB3 Guiding Objective

Evaluation Data Sources: Roster of staff trained and method of delivery of the professional development activities
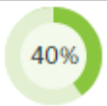
Strategy 1 Details	Reviews			
Strategy 1: Send teachers to AVID training and continue to participate in AVID professional development for our teachers and students. which will include the purchase of AVID planners for the students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: annually **Staff Responsible for Monitoring:** admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 4 **Funding Sources:** AVID Summer Institute - 211 Title I - 211-13-6411-00-006-99-000 - $3,000	**Oct**	**Jan**	**Mar**	**June**
	60%	80%	100%	

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

Goal 6 Problem Statements:

Demographics
Problem Statement 3: 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
Problem Statement 1: Rising numbers of EB and Newcomer students have impacted student achievement to no fault of the students because they are learning the language.   **Root Cause**: Teachers have higher numbers of EB students in their classes and need professional support to meet the needs of the students.
Problem Statement 4: State-wide, ELA and Math STAAR scores went down   **Root Cause**: The state adjusted the test.

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 2025.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Request the placement of more Vape Detectors in the restrooms to cut down and discourage the incidents of Vape use at the campus.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Less vaping incidents on campus and less placements at AEP and PAC **Staff Responsible for Monitoring:** Admin Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	35%	55%	90%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Schedule open periods for staff to have hall duty	**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Perceptions 1	N/A	10%	40%	

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

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: The students feel that student engagement is an area that can improve.   **Root Cause**: The students do not understand the relevancy of certain standards.

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

Goal 2: Develop capital plan utilizing Geographic Information Systems (GIS) and Asset planning to develop a 10 year replacement cycle for District Facilities by May 31st, 2025.

    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: Develop a Standard Operating Procedure Manual around best practices to optimize work order completion and customer service by May 31st, 2025.

    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: Implement 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: Ensure 100% of the Campus Threat Assessment Teams will have met the mandated requirements for SB11. by May 31st, 2025.

High Priority

Evaluation Data Sources: Threat assessment checklist

Guiding Objective 3: Optimize Community Engagement

Goal 1: Increase the number of volunteers registered in ParentSquare and PTSA members by 5% by May 31st, 2025.

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

Guiding Objective 3: Optimize Community Engagement

Goal 2: Increase parent and community engagement in CFBISD & CHS by May 2025.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Focus group meetings, parent survey results. FAFSA Parent Nights, and College trips

Strategy 1 Details		Reviews		
Strategy 1: Parent nights and field trips		**Formative**		**Summative**
Strategy's Expected Result/Impact: parents will have more exposure to the college process and what is required for admission.	**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Buses, snacks, Parent Ed supplies - 211 Title I - 211-61-6399-00-006-99-000 - $1,000	75%	95%	95%	

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

Goal 2 Problem Statements:

Demographics
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.
School Processes & Programs
Problem Statement 1: 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.

Guiding Objective 3: Optimize Community Engagement

Goal 3: 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 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Continue our partnership with Metro Crest services to help our families and students in need.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stocked food pantry **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Oct**	**Jan**	**Mar**	**June**
	55%	75%	90%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 1: 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
Problem Statement 1: The students feel that student engagement is an area that can improve.   **Root Cause**: The students do not understand the relevancy of certain standards.

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

Goal 1: Increase social-emotional learning opportunities through 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 by May 2025.

Strategy 1 Details		Reviews			
Strategy 1: Work with counselors to present to the CHS staff mindfulness techniques to reduce stress in the work place.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention, less sick days		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 3		60%	60%	60%	

Strategy 2 Details		Reviews			
Strategy 2: Advisory plan, structure, and lessons provided for teachers and students.		**Formative**			**Summative**
Staff Responsible for Monitoring: AVID coordinator		**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 4 - Perceptions 1		55%	85%	100%	

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

Goal 1 Problem Statements:

Demographics
Problem Statement 3: 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
Problem Statement 1: Rising numbers of EB and Newcomer students have impacted student achievement to no fault of the students because they are learning the language.   **Root Cause**: Teachers have higher numbers of EB students in their classes and need professional support to meet the needs of the students.
Problem Statement 4: State-wide, ELA and Math STAAR scores went down   **Root Cause**: The state adjusted the test.

Perceptions
Problem Statement 1: The students feel that student engagement is an area that can improve.   **Root Cause**: The students do not understand the relevancy of certain standards.

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

Goal 2: Decrease 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 by May 2025.

Evaluation Data Sources: Discipline Data
Upbeat Survey

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

Goal 3: Ensure all secondary administrators, teachers, and counselors will be equipped with tools to support students' mental health and drug refusal skills by May 2025.

    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: Ensure 100% of CFBISD schools will implement the district's Bullying/Cyberbullying Prevention and Intervention Plan by May 2025.

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

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

Goal 5: Ensure CHS will have obtained recognition as a Common Sense District through Common Sense Media by May 2025

    Evaluation Data Sources: Common Sense Media certification process

Guiding Objective 5: Optimize All Available Resources

Goal 1: 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 by August 2024.

Strategy 1 Details		Reviews			
Strategy 1: Recruit at job fairs, through social media, and through word of mouth from happy staff on the campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Less turnover		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Admin **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3		60%	70%	90%	
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue					

Goal 1 Problem Statements:

Demographics
Problem Statement 3: 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.

Guiding Objective 5: Optimize All Available Resources

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

 Evaluation Data Sources: TEAMS/RECRUIT AND HIRE

Guiding Objective 5: Optimize All Available Resources

Goal 3: Increase staff retention rate by 5% from the End of Year 2025.

    Evaluation Data Sources: TEAMS data.

Guiding Objective 5: Optimize All Available Resources

Goal 4: 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 - Previous

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.

Title I - Updated

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	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024