College Station ISD

Creek View Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

Board Approval Date: September 16, 2025
Public Presentation Date: September 16, 2025

Mission Statement

CV Mission: To create a safe community where all students learn and grow.

Vision

CV Vision: For us to live out our mission, we have to become a school that

Works as collaborative teams
Purposefully connects with all stakeholders
Engages all students in meaningful Social Emotional Learning
Promotes a safe learning environment by teaching and enforcing campus and classroom expectations
Encourages and celebrates student growth
Engages in Professional Development to implement best practices
Utilizes data to ensure that all students are learning and receiving the support they need

Value Statement

Collective Commitments:

Engage in professional meetings to enhance our professional skills.

Come prepared to meetings and be willing to share instructional strategies and collaborate.

Understand that kids are “our” kids, and we will collaborate to make ALL students successful.

We will use common assessments to monitor student progress and learning.

We will celebrate with students.

Provide parents with resources, strategies, and information to help students succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus serves **437 students** in grades Early Education through 4th grade. Enrollment by grade at the end of the 24-25 School year is as follows:

- **Early Education:** 7 students (1.60%)
- **Pre-Kindergarten:** 59 students (13.50%)
- **Kindergarten:** 62 students (14.19%)
- **1st Grade:** 86 students (19.68%)
- **2nd Grade:** 76 students (17.39%)
- **3rd Grade:** 71 students (16.25%)
- **4th Grade:** 76 students (17.39%)

It is expected that enrollment will be similar for the 2025-2026 school year, but one of the PK classes will be relocated to another campus within the district.

Student Demographics

- **Gender**
  - Female: 205 students (46.91%)
  - Male: 232 students (53.09%)
- **Ethnicity**
  - Hispanic-Latino: 101 students (23.11%)
- **Race**
  - American Indian/Alaskan Native: 0 (0.00%)
  - Asian: 36 (8.24%)

- Black/African American: 116 (26.54%)
- Native Hawaiian/Pacific Islander: 0 (0.00%)
- White: 169 (38.67%)
- Two or More Races: 15 (3.43%)
- Economically Disadvantaged (55.25%)

Our demographics have been consistent over the past 3 years.

Our campus has two specialized programs (Adaptive Behavior and C.A.S.L.) for students who have qualified for special education. These programs serve around 30 students. The percentage of students who are served in special education is 21.8%.

Our campus has 27 students (5.7%) served in the Gifted and Talented program.

24% of our students live in South Gate Village Apartments, and the remaining 76% of students either live in nearby neighborhoods within walking distance or attend Creek View for one of our specialized programs.

Behavior, Teacher Retention and Experience, Community Partnerships

Creek View has seen a decrease in behavior incidents that resulted in a processed referral. In the 23-24 school year, there were 104 behavior referrals, and in the 24-25 school year, there were 51 behavior incidents that resulted in a referral.. The usage of incidents that resulted in in-school suspension or out-of-school suspension increased from 11 to 20.

For the 25-26 school year, Creek View reduced 3 full-time teaching positions due to low enrollment. In addition to the three reductions, Creek View had two resignations.

Teacher Experience

- **Beginning Teachers:** 5.5%
- **1–5 Years of Experience:** 29.4%
- **6–10 Years of Experience:** 16.6%
- **11–20 Years of Experience:** 31.9%
- **21–30 Years of Experience:** 16.6%

Attendance:

One of the goals for the 24-25 school year was to increase attendance by 1%. We did see an increase in attendance of .5%, but we were short of reaching our goal. Our attendance in 24-25 was 95.2%.

STAAR Data by Demographic

Texas Education Agency

2025 STAAR Performance

CREEK VIEW EL (021901109) - COLLEGE STATION ISD - BRAZOS COUNTY

	Accountability Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	79%	56%	69%	92%	-	92%	-	*	70%
At Meets GL Standard or Above	52%	23%	45%	62%	-	81%	-	*	39%
At Masters GL Standard	25%	10%	18%	31%	-	50%	-	*	17%
Number of Tests									
At Approaches GL Standard or Above	218	29	51	112	-	**	-	*	124
At Meets GL Standard or Above	144	12	33	76	-	**	-	*	70
At Masters GL Standard	69	5	13	38	-	**	-	*	31
Total Tests	276	52	74	122	-	**	-	*	178
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	81%	65%	73%	90%	-	92%	-	*	72%
At Meets GL Standard or Above	51%	35%	46%	54%	-	77%	-	*	38%
At Masters GL Standard	22%	15%	19%	23%	-	38%	-	*	17%
Number of Tests									
At Approaches GL Standard or Above	112	17	27	55	-	**	-	*	64
At Meets GL Standard or Above	70	9	17	33	-	**	-	*	34
At Masters GL Standard	30	4	7	14	-	**	-	*	15
Total Tests	138	26	37	61	-	**	-	*	89
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	77%	46%	65%	93%	-	92%	-	*	67%
At Meets GL Standard or Above	54%	12%	43%	70%	-	85%	-	*	40%
At Masters GL Standard	28%	4%	16%	39%	-	62%	-	*	18%
Number of Tests									
At Approaches GL Standard or Above	106	12	24	57	-	**	-	*	60
At Meets GL Standard or Above	74	3	16	43	-	**	-	*	36
At Masters GL Standard	39	1	6	24	-	**	-	*	16
Total Tests	138	26	37	61	-	**	-	*	89

Demographics Strengths

Our Staff has a low turnover rate and is very experienced. Many teachers have a proven track record of high student growth. Our campus is diverse, and our demographics are stable.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 2 (Prioritized): Our ADA was 95.2%, which is below the district average.
Root Cause: The systems in place to communicate with families of chronically absent students to understand the barrier to attendance could be improved.

Problem Statement 3: MAP growth score of African American students in Kinder was in the 15th percentile for Math and 24th percentile for Reading, where as all other student groups were in the 45 percentile or above.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 4 (Prioritized): The percentage of students served in special education who are at the meet grade-level or higher on the Math STAAR test was 28%, well below the school average of 50%.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 5 (Prioritized): The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 6: The percentage of SPED students who were at the meets grade level or higher in Reading was 21%, well below the school average of 50%.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

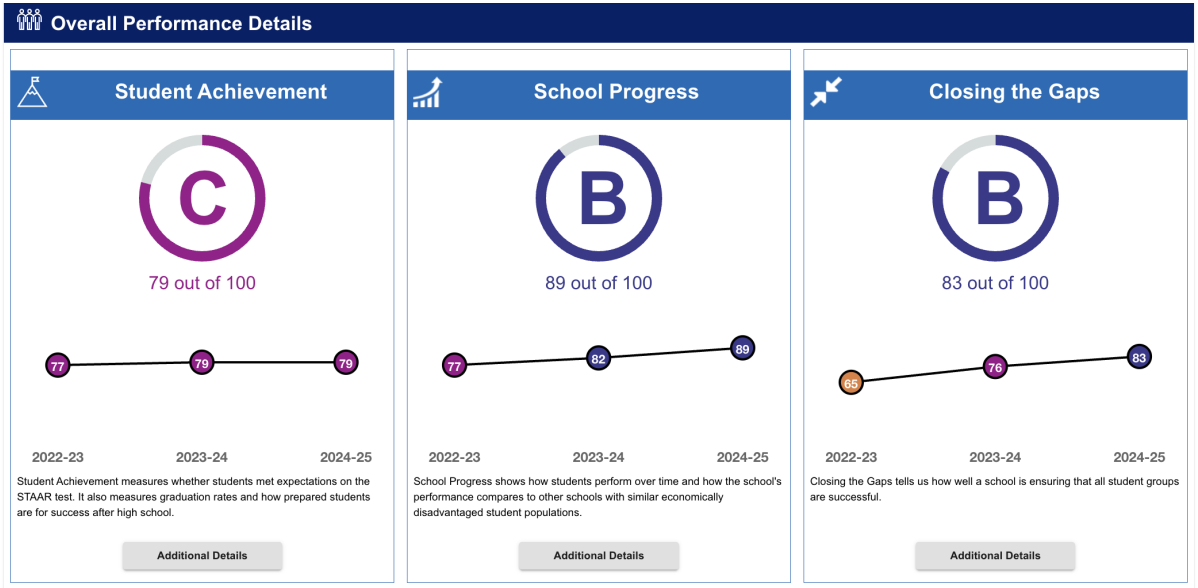
Problem Statement 7: The percentage of SPED students who were at the meets grade level or higher in math was 28%, well below the school average of 53%.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 8: Using MAP data, African American student achievement was below the school average in all grades, except in 3rd grade.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Student Learning

Student Learning Summary

Student Achievement



Overall, the average achievement of our students has been flat. We are witnessing a significant increase in student performance from their 3rd-grade STAAR scores to their 4th-grade STAAR scores, particularly in the area of ELA. Over the past 3 years, there has been a 12-point growth. We have also seen significant growth in our Closing the Gaps scores, which specifically examine the progress and achievement of different demographic groups.

Closing the Gaps

Closing the Gaps Details

Student Group	Academic Achievement				Growth Rate				Student Success		English Language Proficiency	
	Reading/Language Arts		Mathematics		Reading/Language Arts		Mathematics					
All Students	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3		
Lowest Racial/Ethnic Group 1	Met Interim Target	3	No Growth	0	Met Long Term Target	4	No Growth	0	On Track to Interim Target	2		
Lowest Racial/Ethnic Group 2	Met Interim Target	3	No Growth	0	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3		
High Focus Group	Met Interim Target	3	No Growth	0	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Long Term Target	4
Total Points	15 out of 32 (47%)				22 out of 32 (69%)				11 out of 16 (69%)		4 out of 4 (100%)	

DIG INTO THE DATA

Our achievement and growth in ELA were on track for all student groups. In math, our achievement for African American, Hispanic, and High Focus groups was not on target, and African American student growth was not on target.

Map Growth

Math

Student Growth Summary Report

Aggregate by School

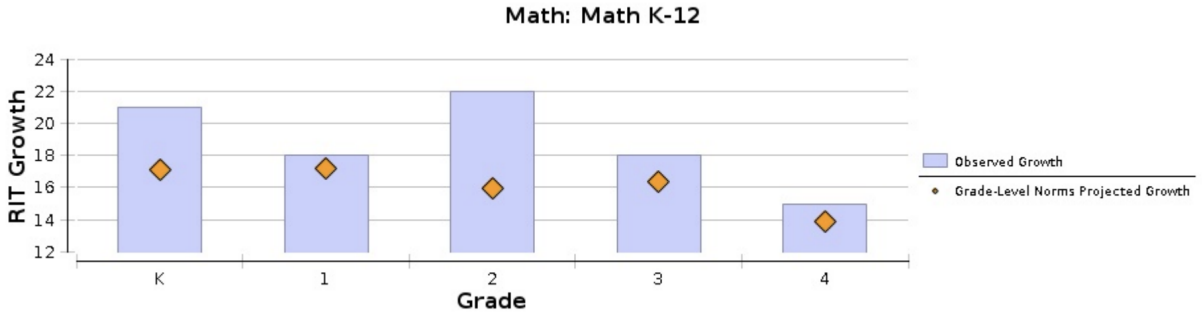
Term: Spring 2024-2025
District: College Station ISD

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 2 (Fall 2024)
End - 33 (Spring 2025)
Grouping: None
Small Group Display: No

Creek View Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	54	143.9	12.7	73	164.8	14.0	87	21	1.2	17.1	0.97	83	54	36	67	62
1	80	157.7	11.8	45	176.0	14.2	53	18	1.0	17.2	0.34	63	80	45	56	61
2	71	170.6	15.3	41	192.5	13.2	72	22	1.0	16.0	1.70	96	71	53	75	72
3	63	187.5	14.3	74	205.2	15.1	76	18	1.1	16.4	0.31	62	63	40	63	55
4	67	202.6	14.5	85	217.1	15.4	79	15	0.8	13.8	0.10	54	67	32	48	45



All grade levels had an average growth index that was above the 50th percentile. However, an area of growth would be our African American student growth is an area for improvement. While growth scores are high for African American students and students served in special education, we are still seeing the academic achievement of those two student groups below that of their peers in all grade levels.

Reading

Student Growth Summary Report

Aggregate by School

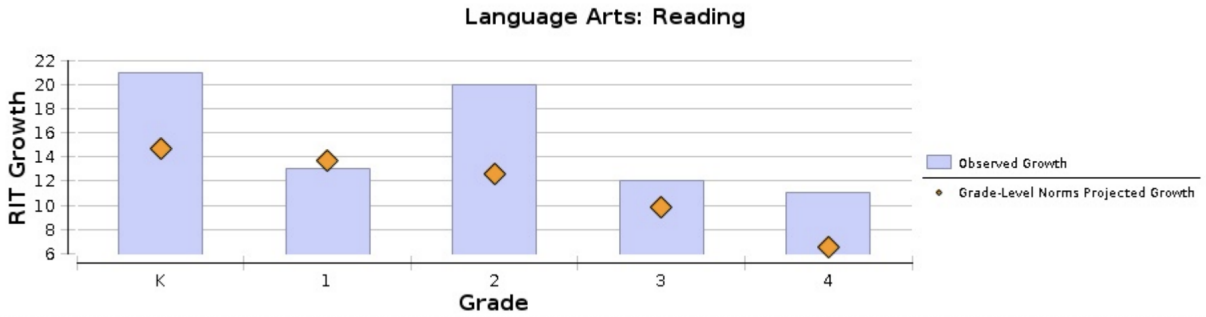
Term: Spring 2024-2025
District: College Station ISD

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 2 (Fall 2024)
End - 33 (Spring 2025)
Grouping: None
Small Group Display: No

Creek View Elementary

Language Arts:
Reading

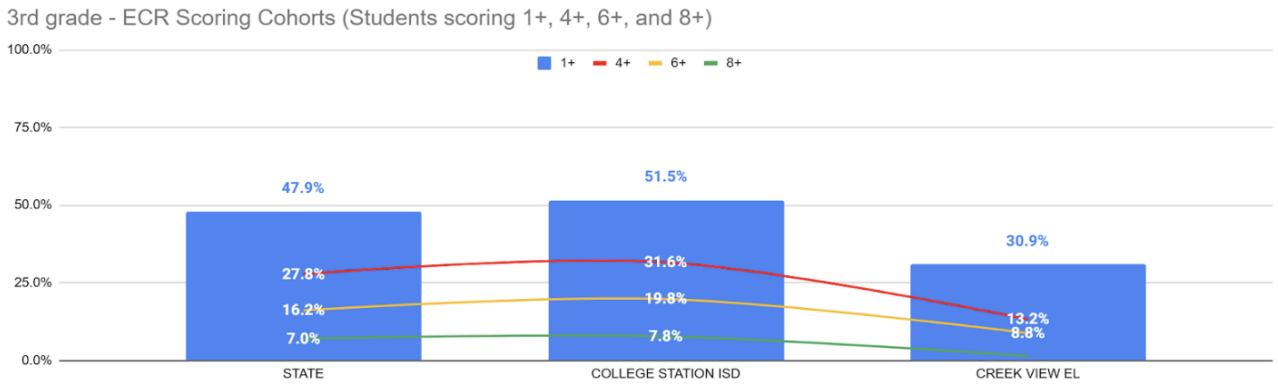
		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	54	139.6	13.7	70	160.6	13.9	93	21	1.4	14.7	1.54	94	54	41	76	71
1	80	153.4	11.8	43	166.7	13.4	42	13	1.0	13.7	-0.13	45	80	40	50	49
2	71	167.0	16.0	38	186.8	15.3	73	20	1.2	12.5	1.86	97	71	55	77	71
3	63	182.7	15.9	45	194.7	15.9	56	12	1.4	9.8	0.54	71	63	37	59	58
4	67	195.4	17.9	53	206.1	15.0	71	11	1.4	6.6	1.06	85	67	50	75	64

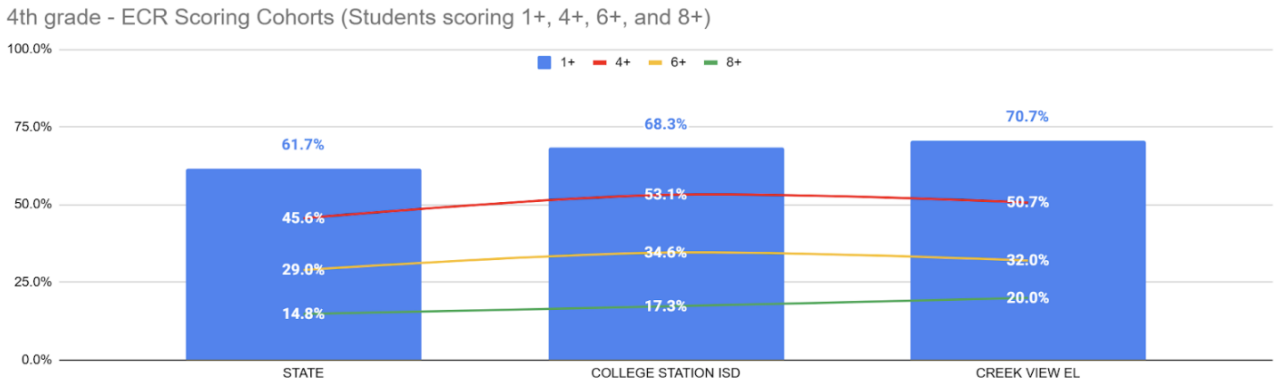


All grades except 1st grade had growth above the 50th percentile in reading. While 1st grade was below the 50th, it improved significantly from the 24-25 school year. Like math, our reading growth scores for African American students are an area for improvement. While growth scores are high for African American students, we are still seeing the academic achievement of our African American students and students served in special education below that of their peers in all grade levels. On the STAAR test, our 3rd and 4th-grade African American students and students served in special education are an area for improvement.

ECR data

These graphs visualize the performance of your campus on the ECR compared to CSISD and TX. The blue bar shows the students who earned at least one point. The red line represents those students who earned 4 or more points. The yellow represents those students who earned 6 or more, and the green represents those who earned 8 or more points on this year's ECR.





2-4 Data - 2024-2025 **Creek View**

Our 3rd grade students scored well below the state and district average for the extended constructed response. In contrast, our 4th grade was above the state and district average.

Student Growth Summary Report

Aggregate by School

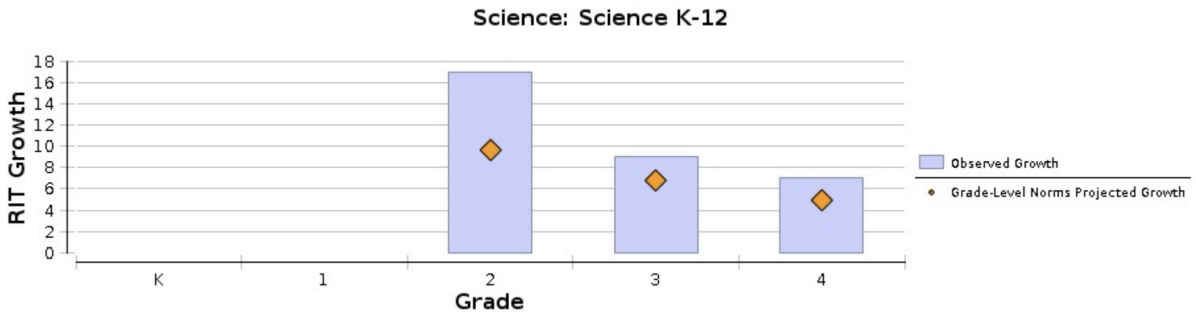
Term: Spring 2024-2025
District: College Station ISD

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 2 (Fall 2024)
End - 33 (Spring 2025)
Grouping: None
Small Group Display: No

Creek View Elementary

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	71	177.8	13.9	62	194.4	11.2	92	17	1.2	9.6	2.49	99	71	60	85	81
3	62	192.2	13.7	82	201.1	11.5	88	9	1.0	6.8	0.80	79	62	43	69	60
4	67	199.7	11.5	83	206.4	11.7	83	7	0.9	4.9	0.39	65	67	45	67	62



In Science, all grade levels showed well above average growth. The gap in achievement of African American students was much less than in Math and Reading.

Student Learning Strengths

Our school has demonstrated commendable performance in mathematics across all grades, with student achievement being above the national average on the Map Test.

All grade levels are either above average for growth or improved from the previous year.

We observed high growth among our Hispanic students, who have shown above-average progress in mathematics across all grades. Additionally, in reading, our Hispanic students in kindergarten, second, third, and fourth grades have also surpassed average growth expectations.

All students in grades two through four have exhibited above-average growth in reading

The improvement seen in students who transitioned from first grade last year to second grade this year, in terms of meeting their student growth targets, is particularly noteworthy.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: MAP growth score of African American students in Kinder was in the 15th percentile for Math and 24th percentile for Reading, where as all other student groups were in the 45 percentile or above.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 2: Using MAP data, African American student achievement was below the school average in all grades, except in 3rd grade.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 3 (Prioritized): The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 4 (Prioritized): Only 30.9% of our 3rd-grade students earned at least one point on the ECR.
Root Cause: Our writing scope and sequence did not adequately prepare students for the ECR.

Problem Statement 5: The percentage of SPED students who were at the meets grade level or higher in math was 28%, well below the school average of 53%.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 6: The percentage of SPED students who were at the meets grade level or higher in Reading was 21%, well below the school average of 50%.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 7 (Prioritized): The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 8 (Prioritized): The percentage of students served in special education who are at the meet grade-level or higher on the Math STAAR test was 28%, well below the school average of 50%.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 9 (Prioritized): The percentage of economically disadvantaged students at meets grade level or above on the Math STAAR test was 36%, well below the school

average of 53%.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 10 (Prioritized): 4th-grade African American students had a growth score of 53 for the Math STAAR test, well below the school score of 74 and below the state goal of 71.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 11 (Prioritized): The average of performance levels above approaches standard for African American students on STAAR was 29, below that of the average perfomance of all students which was 52.
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

School Processes & Programs

School Processes & Programs Summary

Personnel Procedures (new hires, struggling teachers):

The New Teacher Mentor program for new teachers is often not enough and difficult for classroom teachers that are mentors. A non-classroom teacher can support teachers a little bit more. Clarity for who should support struggling teachers is needed. Teachers that are new hires, but not new teachers still need support, especially when transitioning into our district. Based on the staff survey, some new hires feel it difficult to connect with established teachers.

Programs & Opportunities for Students:

Staff feedback shows that Gators in the Park was a successful implementation. Multiple enrichment opportunities took place this year. 2nd Grade teachers held parent engagement opportunity for parents to learn how students are learning 2nd grade Math. Gator Kids had 80+ student participants and met once a week, as well as several weekend opportunities to serve the community. With the success of the program, we want to continue to meet the needs of our students by giving them opportunities afterschool to engage in learning about service, academic behaviors, mentoring, and leadership in school.

Curriculum, Instruction, & Assessment:

Members of the guiding coalition and intervention team implemented new learning from PLC at work and RTI at work conferences and are continuing to evaluate student learning and effectiveness of interventions.

School Processes & Programs Strengths

Gator kids provided students with opportunities to engage in leadership activities that promoted belonging.

Creek View has an experienced staff and students are showing adequate or accelerated growth in all most all grade levels and subjects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our ADA was 95.2%, which is below the district average.
Root Cause: The systems in place to communicate with families of chronically absent students to understand the barrier to attendance could be improved.

Problem Statement 2 (Prioritized): There is a lack of parent voice in the programs provided by the school to support education.
Root Cause: Creek View has not used effective surveying strategies to gather input from parents.

Perceptions

Perceptions Summary

Perception of Culture and Belonging: (Students, Staff, and Family)

The staff describes the school as a strong supportive collaborative community.

Perception of Learning Environment:

Being student-centered is vital to our culture.

The staff would like to expand the staff survey to include more questions about the learning environment instead of just culture.

Engagement of Stakeholders (Students, Teachers, Parents, and Community Members) in Vision, Mission, Goals, etc…

There is no evidence of feedback from parents and community members.

Parents want to be involved but don't know how, but need additional opportunities to learn how to engage with their students in learning.

Level of Support from our Community:

Our community is very supportive (Salt City, Youth Impact, High school mentors, Community Tutors).

Perceptions Strengths

There is a low turnover rate, suggesting that teachers enjoy the work environment and are supported.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of parent voice in the programs provided by the school to support education.
Root Cause: Creek View has not used effective surveying strategies to gather input from parents.

Priority Problem Statements

Problem Statement 1: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53%

Root Cause 1: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Our ADA was 95.2%, which is below the district average.

Root Cause 2: The systems in place to communicate with families of chronically absent students to understand the barrier to attendance could be improved.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Only 30.9% of our 3rd-grade students earned at least one point on the ECR.

Root Cause 3: Our writing scope and sequence did not adequately prepare students for the ECR.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a lack of parent voice in the programs provided by the school to support education.

Root Cause 4: Creek View has not used effective surveying strategies to gather input from parents.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: 4th-grade African American students had a growth score of 53 for the Math STAAR test, well below the school score of 74 and below the state goal of 71.

Root Cause 5: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The percentage of economically disadvantaged students at meets grade level or above on the Math STAAR test was 36%, well below the school average of 53%.

Root Cause 6: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The percentage of students served in special education who are at the meet grade-level or higher on the Math STAAR test was 28%, well below the school average of 50%.

Root Cause 7: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 8: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50%

Root Cause 8: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 8 Areas: Demographics - Student Learning

Problem Statement 9: The average of performance levels above approaches standard for African American students on STAAR was 29, below that of the average perfomance of all students which was 52.

Root Cause 9: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 9 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: By May 2026, 100% of K-4 Teams will be implementing the Teaching Learning Assessing Cycle that includes: Identifying essential standards, designing CFA's and End of Unit Asssessments, Analyzing student Data and desigining Tier 2 intervention plans for students who need additional time and support to master grade level essential standards.

Evaluation Data Sources: Team, planning documents, Data sheets, Intervention Plans, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Create individualized learning plans for students who are not meeting grade-level expectations, outlining specific goals and strategies for improvement. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** Teachers, Guiding Coalition, Administrators **Problem Statements:** Demographics 1 - Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: At the end of each unit, teacher teams will improve the alignment of instructional interventions with student needs to enhance mastery of grade-level content by having end-of-unit data conversations and identifying students who need additional support. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** MTSS Coach, Teacher Teams, Guiding Coalition **Problem Statements:** Demographics 1 - Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Throughout the year, staff will engage in professional development on how to better implement the Teaching Learning Assessing Cycle and Professional Learning Community work. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, and MTSS coach **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** Resources for Professional Development - 211 Title I, Part A - 6329 - $1,800, Resources for Professional Development - 211 Title I, Part A - 6399 - $200, Travel Expenses for Professional Development - 211 Title I, Part A - 6411 - $10,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The Guiding Coalition will be consulted to provide feedback on the implementation of the PLC work. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Guiding Coalition and Administrators **Problem Statements:** Demographics 1, 4, 5 - Student Learning 3, 7, 8, 9, 10, 11				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 4: The percentage of students served in special education who are at the meet grade-level or higher on the Math STAAR test was 28%, well below the school average of 50%. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 5: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Student Learning

Problem Statement 3: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Student Learning

Problem Statement 7: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 8: The percentage of students served in special education who are at the meet grade-level or higher on the Math STAAR test was 28%, well below the school average of 50%. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 9: The percentage of economically disadvantaged students at meets grade level or above on the Math STAAR test was 36%, well below the school average of 53%. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 10: 4th-grade African American students had a growth score of 53 for the Math STAAR test, well below the school score of 74 and below the state goal of 71. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 11: The average of performance levels above approaches standard for African American students on STAAR was 29, below that of the average perfomance of all students which was 52. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

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

Performance Objective 2: By 06/2026, increase the percentage of 3rd-grade students earning at least one point on the ECR from 30.9% to 65%.

Evaluation Data Sources: 3rd grade ECR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional development for teachers on effective writing instruction strategies and ECR preparation techniques. **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teacher collaborative teams will utilize district assessments and my short answer to identify the specific needs of students when writing an ECR. **Strategy's Expected Result/Impact:** Increased scores on the ECR **Staff Responsible for Monitoring:** Instructional Coach, Grade-Level Teams **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide additional reading materials to support tier 1, 2 and 3 instruction. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Admin and Reading Coach **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 5 - Student Learning 4, 7 **Funding Sources:** Reading Materials to support Tier 1,2, and 3 instruction - 211 Title I, Part A - 6329 - $6,239				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 5: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Student Learning

Problem Statement 4: Only 30.9% of our 3rd-grade students earned at least one point on the ECR. **Root Cause**: Our writing scope and sequence did not adequately prepare students for the ECR.

Problem Statement 7: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50%
Root Cause: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

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

Performance Objective 1: Increase the percentage of African American students achieving Meets performance level or higher in mathematics on STAAR from 12% to 25% by 06/2026

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize formative assessments to regularly monitor students' progress in mathematics and adjust instruction accordingly to address specific gaps. **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Demographics 1 - Student Learning 3, 11				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hire and train additional instructional assistants to provide strategic interventions for students. **Strategy's Expected Result/Impact:** Increased Achievement on STAAR test **Staff Responsible for Monitoring:** MTSS Team, Admin, Teacher Teams **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Demographics 1 - Student Learning 3, 11 **Funding Sources:** Instructional Assistants - 211 Title I, Part A - $91,295				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Create individualized learning plans for students who are not meeting grade-level expectations, outlining specific goals and strategies for improvement. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** Teachers, Guiding Coalition, Administrators **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 1 - Student Learning 3, 11				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: At the end of each unit, teacher teams will improve the alignment of instructional interventions with student needs to enhance mastery of grade-level content by having end-of-unit data conversations and identifying students who need additional support. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** MTSS Coach, Teacher Teams, Guiding Coalition **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 1 - Student Learning 3, 11				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide additional instructional materials to support tier 1, tier 2 and tier 3 instruction. **Strategy's Expected Result/Impact:** Increased academic achievement on STAAR and MAP **Staff Responsible for Monitoring:** Admin **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 1 - Student Learning 3, 11 **Funding Sources:** Instructional Materials for Tier 1, 2, and 3 - 211 Title I, Part A - 6399 - $12,506				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Student Learning
Problem Statement 3: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 11: The average of performance levels above approaches standard for African American students on STAAR was 29, below that of the average perfomance of all students which was 52. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

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

Performance Objective 2: Increase the growth score of 4th-grade African American students in math from 53 to 61, aligning closer to the school average, by 06/2026.

Evaluation Data Sources: 4th Grade Growth Scores on Math STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize formative assessments to regularly monitor students' progress in mathematics and adjust instruction accordingly to address specific gaps at the end of each unit. **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534 **Problem Statements:** Demographics 1 - Student Learning 3, 11				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hire and train additional instructional assistants to provide strategic interventions for students. **Strategy's Expected Result/Impact:** Increased Achievement on STAAR test **Staff Responsible for Monitoring:** MTSS Team, Admin, Teacher Teams **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.534 **Problem Statements:** Demographics 1 - Student Learning 3, 11 **Funding Sources:** Instructional Assistants - 211 Title I, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Create individualized learning plans for students who are not meeting grade-level expectations, outlining specific goals and strategies for improvement. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** Teachers, Guiding Coalition, Administrators **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 1 - Student Learning 3, 11				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: At the end of each unit, teacher teams will improve the alignment of instructional interventions with student needs to enhance mastery of grade-level content by having end-of-unit data conversations and identifying students who need additional support. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** MTSS Coach, Teacher Teams, Guiding Coalition **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 1 - Student Learning 3, 11				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Student Learning
Problem Statement 3: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 11: The average of performance levels above approaches standard for African American students on STAAR was 29, below that of the average perfomance of all students which was 52. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

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

Performance Objective 3: Increase the percentage of economically disadvantaged students achieving Meets performance level or above on the Math STAAR from 36% to 45% by 06/2026.

Evaluation Data Sources: Math STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize formative assessments to regularly monitor students' progress in mathematics and adjust instruction accordingly to address specific gaps. **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Student Learning 9				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hire and train additional instructional assistants to provide strategic interventions for students. **Strategy's Expected Result/Impact:** Increased Achievement on STAAR test **Staff Responsible for Monitoring:** MTSS Team, Admin, Teacher Teams **Problem Statements:** Student Learning 9 **Funding Sources:** Instructional Assistants - 211 Title I, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Create individualized learning plans for students who are not meeting grade-level expectations, outlining specific goals and strategies for improvement. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** Teachers, Guiding Coalition, Administrators **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Student Learning 9				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: At the end of each unit, teacher teams will improve the alignment of instructional interventions with student needs to enhance mastery of grade-level content by having end-of-unit data conversations and identifying students who need additional support. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** MTSS Coach, Teacher Teams, Guiding Coalition **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Student Learning 9				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 9: The percentage of economically disadvantaged students at meets grade level or above on the Math STAAR test was 36%, well below the school average of 53%. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

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

Performance Objective 4: Increase the percentage of African American students achieving Meets performance level or higher on Reading STAAR from 35% to 45% by 06/2026.

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative assessments to regularly monitor students' progress in Reading and adjust instruction accordingly to address specific gaps.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 5 - Student Learning 7				

Strategy 2 Details	Reviews			
Strategy 2: Hire and train additional instructional assistants to provide strategic interventions for students.	Formative			Summative
Strategy's Expected Result/Impact: Increased Achievement on STAAR test **Staff Responsible for Monitoring:** MTSS Team, Admin, Teacher Teams **Problem Statements:** Demographics 5 - Student Learning 7 **Funding Sources:** Instructional Assistants - 211 Title I, Part A	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Create individualized learning plans for students who are not meeting grade-level expectations, outlining specific goals and strategies for improvement.	Formative			Summative
Strategy's Expected Result/Impact: Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** Teachers, Guiding Coalition, Administrators **Title I:** 2.51, 2.52, 2.53, 2.533 **Problem Statements:** Demographics 5 - Student Learning 7	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: At the end of each unit, teacher teams will improve the alignment of instructional interventions with student needs to enhance mastery of grade-level content by having end-of-unit data conversations and identifying students who need additional support. **Strategy's Expected Result/Impact:** Students increase in academic achievement on STAAR and MAP. **Staff Responsible for Monitoring:** MTSS Coach, Teacher Teams, Guiding Coalition **Problem Statements:** Demographics 5 - Student Learning 7				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Student Learning
Problem Statement 7: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

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

Performance Objective 5: By 06/2026, increase the Average of Performance Levels Above Approaches from African American students from 29 to 36.

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative assessments to regularly monitor African American students' progress in mathematics and adjust instruction accordingly to address specific gaps.	Formative			Summative
	Nov	Feb	Apr	June
Problem Statements: Demographics 1 - Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: Hire and train additional instructional assistants to provide strategic interventions for students.	Formative			Summative
Strategy's Expected Result/Impact: Increased Achievement on STAAR test	Nov	Feb	Apr	June
Staff Responsible for Monitoring: MTSS Team, Admin, Teacher Teams **Problem Statements:** Demographics 1, 5 - Student Learning 3, 7, 10, 11 **Funding Sources:** Instructional Assistants - 211 Title I, Part A				

Strategy 3 Details	Reviews			
Strategy 3: Create individualized learning plans for students who are not meeting grade-level expectations, outlining specific goals and strategies for improvement.	Formative			Summative
Strategy's Expected Result/Impact: Students increase in academic achievement on STAAR and MAP.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, Guiding Coalition, Administrators **Problem Statements:** Demographics 1 - Student Learning 3				

Strategy 4 Details	Reviews			
Strategy 4: At the end of each unit, teacher teams will improve the alignment of instructional interventions with student needs to enhance mastery of grade-level content by having end-of-unit data conversations and identifying students who need additional support.	Formative			Summative
Strategy's Expected Result/Impact: Students increase in academic achievement on STAAR and MAP.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: MTSS Coach, Teacher Teams, Guiding Coalition **Problem Statements:** Demographics 1 - Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 5: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Student Learning
Problem Statement 3: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 7: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 10: 4th-grade African American students had a growth score of 53 for the Math STAAR test, well below the school score of 74 and below the state goal of 71. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 11: The average of performance levels above approaches standard for African American students on STAAR was 29, below that of the average perfomance of all students which was 52. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

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

Performance Objective 1: Increase the Average Daily Attendance (ADA) from 95.2% to 96% by 06/2026.

Evaluation Data Sources: Refined ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a family outreach program to improve communication with families of chronically absent students. This could include regular phone calls, home visits, and personalized letters to understand and address barriers to attendance. **Strategy's Expected Result/Impact:** Increase in student attendance Increase in student learning outcomes because students are in school **Staff Responsible for Monitoring:** Admin **Problem Statements:** Demographics 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The attendance review committee will meet every two weeks to identify students who are at risk of chronic absenteeism, identify potential barriers, and provide targeted interventions. **Strategy's Expected Result/Impact:** Increase in student attendance **Staff Responsible for Monitoring:** Attendance review team **Problem Statements:** Demographics 2 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our ADA was 95.2%, which is below the district average. **Root Cause**: The systems in place to communicate with families of chronically absent students to understand the barrier to attendance could be improved.

School Processes & Programs
Problem Statement 1: Our ADA was 95.2%, which is below the district average. **Root Cause**: The systems in place to communicate with families of chronically absent students to understand the barrier to attendance could be improved.

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

Performance Objective 2: By 06/2026, enhance communication channels between the school and parents to facilitate ongoing dialogue and feedback.

Evaluation Data Sources: Parent Survey Data, Participation in Parent Involvement Activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Meet with the Parent Family Engagement Committee to design a survey to gather information on parents' perception of the school and the needs of parents. **Strategy's Expected Result/Impact:** Increased awareness of parents' needs **Staff Responsible for Monitoring:** Parent Family Engagement Committee **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Enhance communication channels between the school and parents to facilitate ongoing dialogue and feedback by creating surveys for parents to gather input. **Strategy's Expected Result/Impact:** Increased awareness of parents' needs. **Staff Responsible for Monitoring:** Parent Family Engagement Committee **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Utilizing feedback from parents, we will provide opportunities for parent engagement that support both learning and community building. **Strategy's Expected Result/Impact:** Increased parent engagement and voice **Staff Responsible for Monitoring:** Parent Family Engagement Committee **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Resources for Parent Family Engagement Events - 211 Title I, Part A - 6329 - $2,020, Resources for Parent Family Engagement Events - 211 Title I, Part A - 6499 - $500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a lack of parent voice in the programs provided by the school to support education. **Root Cause**: Creek View has not used effective surveying strategies to gather input from parents.
Perceptions
Problem Statement 1: There is a lack of parent voice in the programs provided by the school to support education. **Root Cause**: Creek View has not used effective surveying strategies to gather input from parents.

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

Performance Objective 1: By 12/2025, 100% 3rd and 4th grade ELA/Math teachers will implement digital resources that can be used to enhance learning for all students: Lowman Resources, Schoolastic Storyworks, My Short Answer, etc.

Evaluation Data Sources: Teacher usage reports of digital resources

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Purchase digital learning resources for teachers to implement: (Storyworks, Lowman Resources) **Strategy's Expected Result/Impact:** Increased Student Achievement on STAAR and MAP. **Staff Responsible for Monitoring:** Admin and DLA **Problem Statements:** Demographics 1, 4, 5 - Student Learning 3, 4, 7, 8, 9, 10, 11 **Funding Sources:** Digital Instructional Resources - 211 Title I, Part A - 6269 - $7,500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 4: The percentage of students served in special education who are at the meet grade-level or higher on the Math STAAR test was 28%, well below the school average of 50%. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 5: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Student Learning
Problem Statement 3: The percentage of African American students who were at the meets grade-level or higher in mathematics was 12%, well below the school average of 53% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.
Problem Statement 4: Only 30.9% of our 3rd-grade students earned at least one point on the ECR. **Root Cause**: Our writing scope and sequence did not adequately prepare students for the ECR.

Student Learning

Problem Statement 7: The percentage of African American students who were at the meets grade-level or higher in Reading was 35%, well below the school average of 50% **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 8: The percentage of students served in special education who are at the meet grade-level or higher on the Math STAAR test was 28%, well below the school average of 50%. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 9: The percentage of economically disadvantaged students at meets grade level or above on the Math STAAR test was 36%, well below the school average of 53%. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 10: 4th-grade African American students had a growth score of 53 for the Math STAAR test, well below the school score of 74 and below the state goal of 71. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Problem Statement 11: The average of performance levels above approaches standard for African American students on STAAR was 29, below that of the average perfomance of all students which was 52. **Root Cause**: Our current instructional strategies, materials, and processes for identifying students needing additional time and support have not been effective at ensuring that all students master grade-level content.

Title I Personnel

Name	Position	Program	FTE
Beth Dowlnearn	Instructional Assistant	Academic Intervention	1
Brecken Reyes	Instructional Assistant	Academic Intervention	1
Emma Jachimovich	Instructional Assistant	Academic Intervention	1
Karin Doerr	Instructional Assistant	Academic Intervention	1

Campus Improvement Committee

Committee Role	Name	Position
Parent	Robyn Perry	Parent
Community Member	Brandon Sweeney	Community Member
Campus Specialist	Jodie Smith	MTSS Coach
Campus Specialist	Elaine Kortan	Instructional Coach
Campus Specialist	Christina Moring	Instructional Coach
Campus Specialist	Elizabeth Cosser	Counselor
Classroom Teacher	Amy Toland	Advanced Academics
Classroom Teacher	Teri Havlik	Teacher (CAMP)
Classroom Teacher	Cameron Hines	Teacher (Special Education)
Classroom Teacher	Amy Harrell	Teacher (Special Education)
Classroom Teacher	Lee Ann Jones	Teacher (Special Education)
Classroom Teacher	Kristen Parish	Teacher (PK/HS)
Classroom Teacher	Matt Wofford	Teacher (4th Grade)
Classroom Teacher	Karen Rossman	Teacher (4th Grade)
Classroom Teacher	D'ann Johnson	Teacher (3rd Grade)
Classroom Teacher	Laura Garcia	Teacher (3rd Grade)
Classroom Teacher	Monica Sigler	Teacher (2nd Grade)
Classroom Teacher	Susan Isles	Teacher (2nd Grade)
Classroom Teacher	Brooke Stahl	Teacher (1st Grade)
Classroom Teacher	Tabatha Arevalo	Teacher (1st Grade)
Classroom Teacher	Ebony Lockett	Teacher (1st Grade)
Classroom Teacher	Rachel Evans	Teacher (Kinder)
Classroom Teacher	Amber Edwards	Teacher (Kinder)
Administration	Elizabeth Ortega	Assistant Principal
Administrator	Mike McEver	Principal

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Resources for Professional Development	6399	$200.00
1	1	3	Resources for Professional Development	6329	$1,800.00
1	1	3	Travel Expenses for Professional Development	6411	$10,000.00
1	2	3	Reading Materials to support Tier 1,2, and 3 instruction	6329	$6,239.00
2	1	2	Instructional Assistants		$91,295.00
2	1	5	Instructional Materials for Tier 1, 2, and 3	6399	$12,506.00
2	2	2	Instructional Assistants		$0.00
2	3	2	Instructional Assistants		$0.00
2	4	2	Instructional Assistants		$0.00
2	5	2	Instructional Assistants		$0.00
3	2	3	Resources for Parent Family Engagement Events	6499	$500.00
3	2	3	Resources for Parent Family Engagement Events	6329	$2,020.00
4	1	1	Digital Instructional Resources	6269	$7,500.00
				Sub-Total	$132,060.00
				Budgeted Fund Source Amount	$132,060.00
				+/- Difference	$0.00
				Grand Total Budgeted	$132,060.00
				Grand Total Spent	$132,060.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	9/12/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	9/12/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	9/12/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	9/12/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	9/12/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	9/12/2025	Jeff Mann	9/12/2025