College Station ISD

Spring Creek Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics

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

Mission Statement

Our mission is to create a vibrant and supportive culture where every individual is cherished and empowered to achieve their highest potential. Through collaboration and mutual respect, we foster academic, social, and emotional development, encourage independence, and cultivate meaningful relationships. Together, we lead by example, inspiring a lifelong passion for learning and guiding students.

Vision

Our vision is to foster a collaborative and inclusive culture where trust, unity, and support empower both students and staff. We celebrate diverse perspectives, use data to provide tailored professional development, set achievable goals, adapt to change, maintain accountability, and offer grace. Together, we strive to unlock each individual's fullest potential.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Domain	Strengths	Needs	Implications for Improvement
Student Demographics	Diverse student body (7.15% African American, 15.18% Hispanic, 57.81% White, 0.15% American Indian, 13.87% Asian, 5.84% Two or More Races) enriches learning and promotes cultural awareness.	Address achievement gaps that may exist among subpopulations.	Implement culturally responsive instruction and monitor subgroup performance data.
Gender Representation	Balanced enrollment (52% male / 48% female) allows for equitable engagement.	N/A	Continue to provide equal access to programs, leadership, and extracurriculars.
Specialized Populations	GT (5.84%), SPED (20.88%), EB (11.76%) well supported through inclusion and targeted services.	Continue to strengthen dual-language instruction and differentiated practices.	Provide ongoing PD for teachers on meeting diverse learning needs.
Economically Disadvantaged & At-Risk Students	Strong intervention systems and social-emotional supports in place.	27.44% economically disadvantaged, 27.3% at risk → need consistent academic and SEL support.	Expand tutoring, mentoring, and wraparound services to meet student needs.
Attendance	Systems exist to track attendance and provide interventions.	8% increase in chronic absences among African American students; 7% increase among Hispanic students.	Investigate root causes; implement targeted interventions (e.g., family outreach, transportation support, mentoring).
Family & Community Engagement	Strong participation in events (Meet the Teacher, Family Night, Boosterthon, etc.). Families feel welcomed and connected.	Ensure consistent teacher–family communication (5.9% of parents indicated a need for improvement).	Strengthen communication systems and ensure equitable outreach to all families.
Campus Culture & Climate	Positive, inclusive culture; families report strong sense of belonging.	Maintain focus on equity, inclusivity, and support for diverse learners.	Continue to celebrate diversity and expand SEL opportunities for students.

Demographics

Demographics Summary

The demographic data for both College Station ISD and Spring Creek Elementary reflects a diverse student population with a wide range of academic and social-emotional needs. At the district level, the high percentage of economically disadvantaged (40.6%) and at-risk students (36.31%) highlights the need for intentional support systems that address barriers to learning. At Spring Creek Elementary, the lower percentage of economically disadvantaged students (27.44%) compared to the district average suggests some unique needs within our community, while the higher percentage of Special Education students (20.88%) indicates the importance of differentiated instruction and strong inclusion practices. Additionally, with nearly 12% of students identified as Emergent Bilingual, our campus must continue to provide targeted language supports to ensure equitable access to curriculum. The diversity within our student body is a strength that enriches the school culture, and our improvement plan is designed to build on this strength while addressing the needs of our most vulnerable learners.

School population

School Population	Count	Percent
Student Total	**714**	**100%**
Early Education Grade	20	2.80%
Pre-Kindergarten Grade	19	2.66%
Kindergarten Grade	127	17.79%
1st Grade	124	17.37%
2nd Grade	139	19.47%
3rd Grade	155	21.71%
4th Grade	130	18.21%

Student Demographics

Student Demographics	Count	Percent
Gender		
Female	341	47.76%
Male	373	52.24%
Ethnicity		
Hispanic-Latino	112	15.69%
Race		
American Indian - Alaskan Native	1	0.14%
Asian	110	15.41%
Black - African American	48	6.72%
Native Hawaiian - Pacific Islander	0	0.00%
White	403	56.44%
Two-or-More	40	5.60%

Attendance

Our daily attendance rate has averaged **96%** throughout the 2024–2025 school year. Attendance is closely monitored using the district-purchased RaaWee program, which allows us to track unexcused absences in real time. To support students and families, we have established a tiered intervention system:

- **After 3 absences:** Classroom teachers reach out to families to check in and provide support.
- **After 6 absences:** An administrator schedules a parent conference to discuss attendance concerns.
- **Beyond 6 absences:** Home visits are conducted, and an individualized attendance plan is created to ensure students are present and engaged in learning.

Through consistent monitoring, proactive communication, and family partnerships, our goal is to promote strong attendance habits that directly support student success.

Spring Creek Elementary School	2024-25 ADA	2025-26 Minimum Target ADA
1st 6 Weeks	97.20%	97.70%
2nd 6 Weeks	96.70%	97.20%
3rd 6 Weeks	96.30%	96.80%
4th 6 Weeks	96.00%	96.50%
5th 6 Weeks	96.40%	96.90%
6th 6 Weeks	96.00%	96.50%
Overall Average	96.40%	96.90%

Staff Information

Staff Information	Count	Percent
Administrative Support	9	12.86%
Teacher	44	62.86%
Educational Aide	17	24.29%
Auxiliary	0	0.00%

Student Programs

Student Programs	Count	Percent
Dyslexia	26	3.74%
Gifted and Talented	45	6.47%
Regional Day School Program for the Deaf	1	0.14%
Section 504	17	2.44%
Special Education (SPED)	154	22.13%
Bilingual/ESL		
Emergent Bilingual (EB)	75	10.78%
Bilingual	0	0.00%
English as a Second Language (ESL)	60	8.62%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	13	1.87%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	2	0.29%
Neglected	0	0.00%

Special Education Services

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	18	11.69%
Auditory impairment	1	0.65%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	0.65%
Emotional disturbance	1	0.65%
Learning disability	22	14.29%
Speech impairment	72	46.75%
Autism	32	20.78%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	7	4.55%
Instructional Settings		
Speech Therapy	68	44.16%
Homebound	1	0.65%
Hospital Class	0	0.00%
Mainstream	7	4.55%
Resource Room	56	36.36%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	22	14.29%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

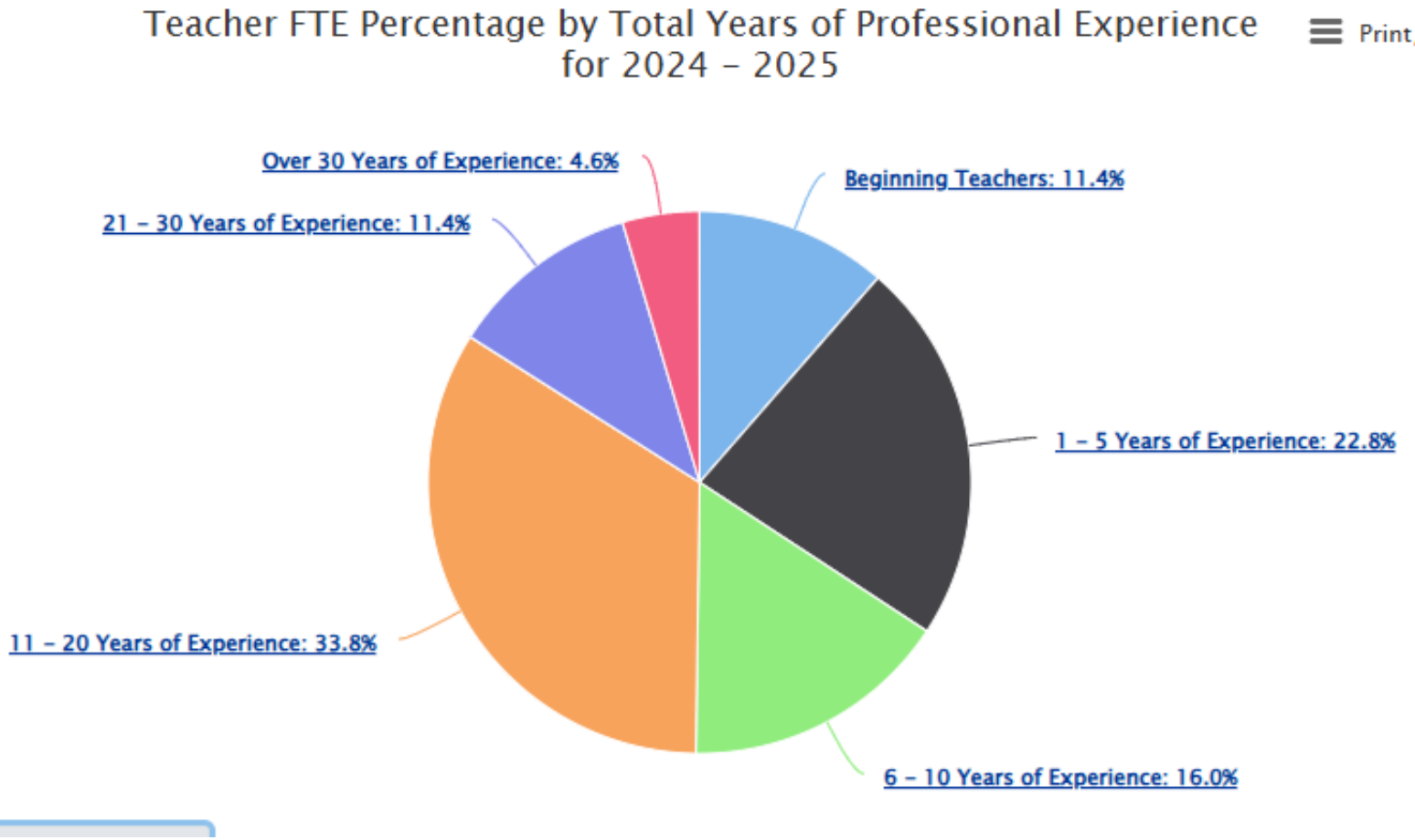
Student Indicators

Student Indicators	Count	Percent
At-Risk	190	27.30%
Foster Care	3	0.43%
IEP Continuer	0	0.00%
Immigrant	2	0.29%
Intervention Indicator	7	1.01%
Migratory	0	0.00%
Military Connected	2	0.29%
Transfer In Students	12	1.7241%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	191	27.44%
Free Meals	157	22.56%
Reduced-Price Meals	34	4.89%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.29%
Shelter	0	0.00%
Doubled Up	2	0.29%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	0.29%
Is Unaccompanied Youth	0	0.00%

Teacher Retention and Years of Experience

For the 2024–2025 school year, **33% of our staff have 11–20 years of experience**, bringing a wealth of instructional knowledge and classroom expertise to our campus. Additionally, **33 teachers returned** to teach at Spring Creek for the 2025–2026 school year, reflecting strong staff retention and stability. This level of experience and commitment contributes directly to the academic success of our students, as seen in their performance on district and state assessments.

Our teachers intentionally foster a warm, family-centered environment where students feel safe, supported, and eager to learn. These strong relationships are the foundation for student achievement and well-being. Beyond the classroom, our campus prioritizes building a positive, family-like culture among staff. We believe that cultivating this supportive environment not only strengthens collaboration and morale but also plays a critical role in retaining experienced and highly effective educators.



Demographics Strengths

- **Diverse Student Body:** Spring Creek Elementary serves **685 students** representing multiple racial and cultural backgrounds (7.15% African American, 15.18% Hispanic, 57.81% White, 0.15% American Indian, 13.87% Asian, and 5.84% Two or More Races). This diversity enriches classroom learning, promotes cultural awareness, and fosters inclusivity across the campus.
- **Balanced Gender Representation:** With **52.01% male** and **47.99% female** students, the campus maintains a near-even distribution, allowing for equitable engagement in academics, extracurriculars, and leadership opportunities.
- **Strong Support for Specialized Populations:**
    - **Gifted and Talented (GT):** 5.84% of students are identified as GT, enriching classroom discussions and raising the level of academic rigor.
    - **Special Education (SPED):** 20.88% of students are served through SPED programs, reflecting a strong culture of inclusion and differentiated support.

- **Emergent Bilinguals (EB):** 11.76% of students are EB, providing opportunities to celebrate language diversity and strengthen dual-language instructional practices.

- **Resilient Learners:** With **27.44% economically disadvantaged** and **27.3% at risk**, students demonstrate perseverance and growth. The campus has strong systems of support and interventions in place to meet academic, social, and emotional needs.

- **Commitment to Equity and Access:** Instructional practices are designed with equity in mind, ensuring that all students, regardless of background, have opportunities to excel academically, socially, and emotionally.

- **Family and Community Engagement:** Spring Creek hosts a variety of events such as *Meet the Teacher, Parent Orientation, Grandparents' Day Breakfast, Field Day, Christmas at the Creek,* and *Polar Express Sing-Along and Reading* to strengthen family involvement. Families are consistently supportive of campus activities, creating a strong school–home partnership.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Chronic absences are aligned with our students of concern for either behavior or academics.
Root Cause: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

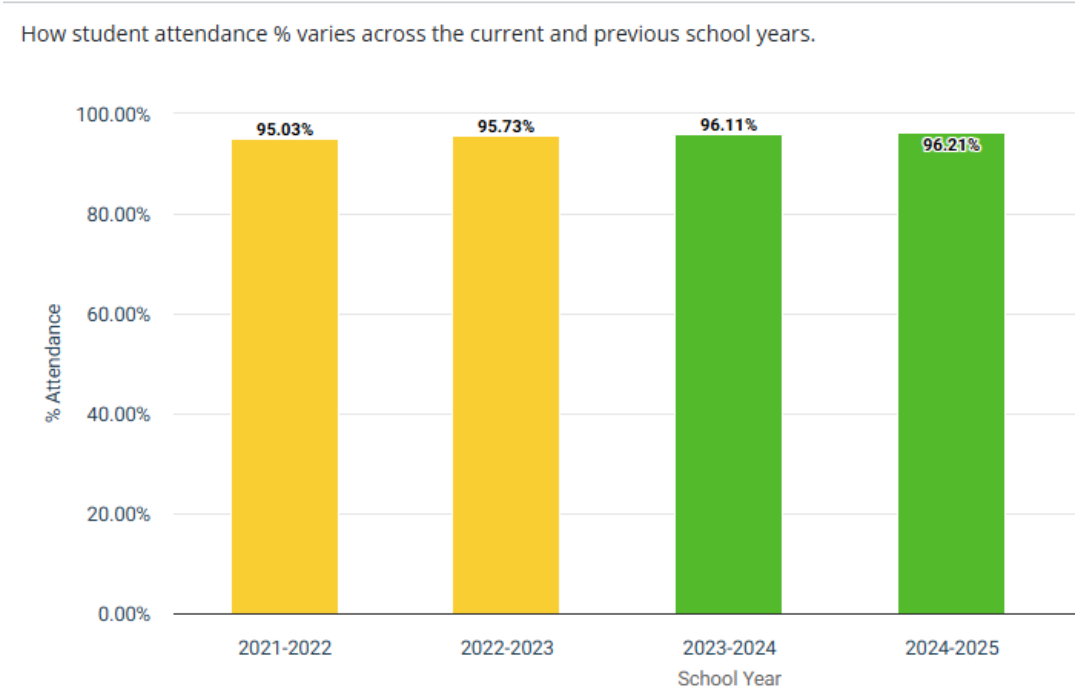
Student Learning

Student Learning Summary

Attendance

- Our campus is proud to report an impressive average attendance rate of 96%, which reflects the commitment of our students and their families to prioritize education. This high attendance rate is a testament to the engaging and supportive learning environment we strive to maintain, ensuring that students are motivated to attend school regularly. We recognize that consistent attendance is crucial for academic success, and we are dedicated to continuing our efforts to support and encourage our students in maintaining this excellent standard.

  As a school principal, it is crucial to address the issue of chronic absences among our subpopulations, particularly African-American students who have a 26% rate and Hispanic students with a 12% rate. These statistics highlight the need for targeted interventions and support systems to ensure that all students have equitable access to education and the opportunity to succeed. We must work collaboratively with families, community organizations, and educators to identify the underlying causes of these absences and implement strategies that promote consistent attendance and engagement in school.



STAAR Assessment 2025

- On the 2025 STAAR assessment, Spring Creek Elementary 3rd and 4th grade students demonstrated 69% at Meets or Above in Reading Language Arts (RLA) and 64% at

Meets or Above in Math. When disaggregating the data, it is evident that our African American students performed significantly below their peers, with only 44% at Meets or Above in RLA and 39% at Meets or Above in Math. This achievement gap highlights a critical area of focus for the 2025–2026 school year.

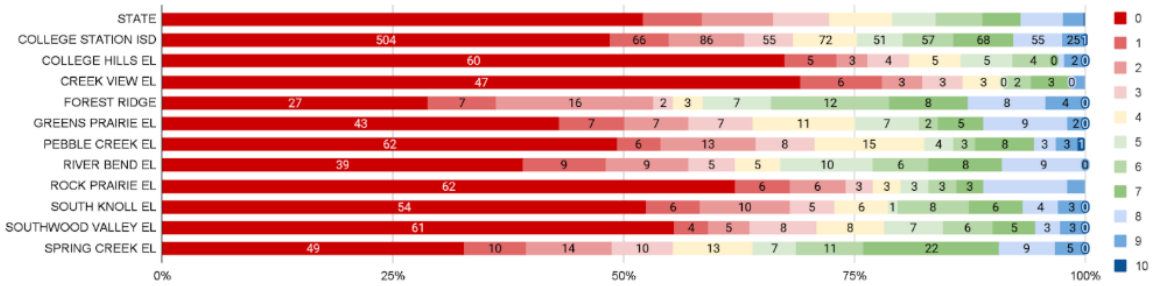
	All Students	African American	Hispanic	White	American Indian	Asian
Groups to be evaluated based on 2024 accountability	✓		✓	✓		
Academic Achievement Status						
Reading/Language Arts (RLA) 2025 Target	**46%**	**34%**	**39%**	**59%**	**44%**	**73%**
RLA Next Interim Target (2027-28 through 2031-32)	**55%**	**45%**	**49%**	**66%**	**53%**	**78%**
RLA Long Term Target (2037-38)	**73%**	**67%**	**70%**	**80%**	**72%**	**87%**
Points Earned	**3**		**3**	**3**		
2025 % at Meets GL Standard or Above	69%	44%	57%	69%	0%	94%
2025 # at Meets GL Standard or Above	184	8	21	113	0	30
2025 Total Tests (Adjusted)	268	18	37	164	1	32
2024 % at Meets GL Standard or Above	71%	--	57%	68%	--	95%
Mathematics 2025 Target	**49%**	**33%**	**44%**	**60%**	**47%**	**82%**
Mathematics Next Interim Target (2027-28 through 2031-32)	**58%**	**44%**	**53%**	**67%**	**56%**	**85%**
Mathematics Long Term Target (2037-38)	**75%**	**67%**	**72%**	**80%**	**74%**	**91%**
Points Earned	**3**		**2**	**3**		
2025 % at Meets GL Standard or Above	64%	39%	43%	66%	0%	91%
2025 # at Meets GL Standard or Above	171	7	16	109	0	29
2025 Total Tests (Adjusted)	268	18	37	164	1	32
2024 % at Meets GL Standard or Above	65%	--	34%	70%	--	95%

STAAR ECR Results

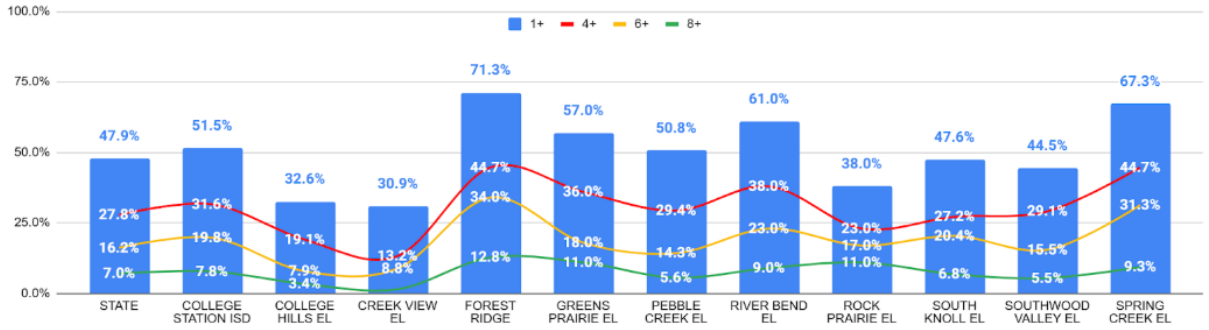
- On the 2025 STAAR Reading Language Arts (RLA) assessment, Spring Creek Elementary students demonstrated growth in their Extended Constructed Response (ECR) performance. Specifically, 67.3% of 3rd grade students and 71.9% of 4th grade students scored a 1 or higher on their ECRs. While these results indicate that a majority of students are developing the skills necessary to respond to extended writing tasks, continued focus on writing fluency, organization, and evidence-based responses is needed to increase the percentage of students scoring at higher proficiency levels.

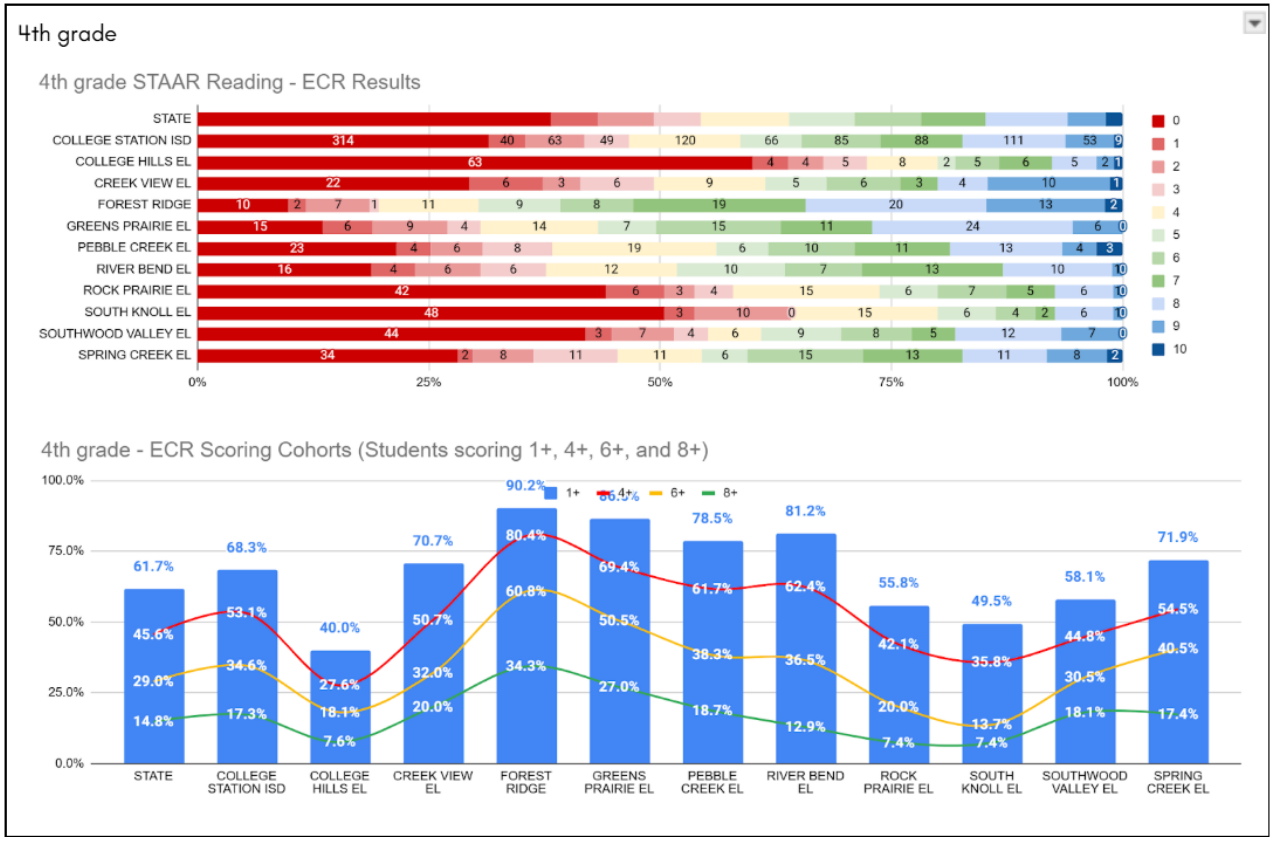
3rd grade

3rd grade STAAR Reading - ECR Results



3rd grade - ECR Scoring Cohorts (Students scoring 1+, 4+, 6+, and 8+)





Student Learning Strengths

- Our school has successfully implemented a new tardy program designed to enhance punctuality and accountability among our students. This initiative focuses on encouraging students to arrive on time for their classes, thereby maximizing their learning opportunities and minimizing disruptions. By fostering a culture of timeliness, we aim to instill a sense of responsibility and discipline that will benefit our students both academically and in their future endeavors. The program includes clear guidelines and consequences for tardiness, as well as positive reinforcement for those who consistently demonstrate punctuality. Through this structured approach, we are committed to creating an environment where every student can thrive and reach their full potential.

- One of our key strengths is our proactive communication with parents, particularly at the start of each semester. By sending timely reminders about school starting times, we ensure that families are well-prepared and can plan their schedules accordingly. This practice not only fosters a sense of community and partnership between the school and home but also helps to minimize any confusion or disruptions during the critical initial days of the semester. Our commitment to clear and consistent communication underscores our dedication to creating a supportive and organized educational environment for all students.

- Our school takes pride in maintaining a high attendance rate among our diverse student body, particularly among Asian, White, and students identifying as more than one race, who consistently achieve non-chronic absence rates of 75% or above. This impressive statistic reflects our commitment to creating an engaging and supportive learning environment that encourages regular attendance. By fostering a culture of inclusivity and respect, we ensure that students from various backgrounds feel valued and motivated to attend school consistently. Our dedicated staff works tirelessly to address any barriers to attendance, providing resources and support to students and families to promote the importance of regular school participation. This achievement is a testament to the collaborative efforts of our educators, students, and parents in prioritizing education and maintaining a strong school community.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Chronic absences are aligned with our students of concern for either behavior or academics.
Root Cause: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Problem Statement 2: Hispanic and African-American subpopulations show a high number of chronic absences.
Root Cause: Lack of awareness to these families on why attendance plays a huge part in their child's education.

Problem Statement 3 (Prioritized): On the 2025 STAAR Math assessment, 86% of 3rd grade students at Spring Creek Elementary scored at Meets Standard or Above. However, when disaggregated, there was a 21% performance gap for economically disadvantaged students compared to their peers, indicating a significant equity concern.
Root Cause: Inconsistent differentiation of math instruction to address the specific needs of economically disadvantaged students.

Problem Statement 4 (Prioritized): On the 2025 STAAR RLA assessment, 67.3% of 3rd grade students and 71.9% of 4th grade students scored a 1 or higher on their Extended Constructed Response (ECRs). While most students demonstrated basic writing skills, a large percentage did not reach higher levels of proficiency, indicating a need for targeted instruction in writing fluency, organization, and use of text evidence.
Root Cause: Limited opportunities for daily writing practice across content areas, resulting in weak writing stamina.

Problem Statement 5: When disaggregating the data, it is evident that our African American students performed significantly below their peers, with only 44% at Meets or Above in RLA and 39% at Meets or Above in Math.
Root Cause: Gaps in progress monitoring and intervention for students not meeting grade-level expectations.

School Processes & Programs

School Processes & Programs Summary

Our school has observed a concerning trend in chronic absences among specific subpopulations, notably African-American and Hispanic students. The data indicates an 8% increase in chronic absences among African-American students. This rise is significant and calls for a deeper understanding of the underlying causes, whether they be socio-economic, cultural, or related to school engagement, so that we can implement targeted interventions to support these students effectively. Similarly, Hispanic students have experienced a 7% increase in chronic absences. This trend is equally troubling and suggests the need for a comprehensive approach to address potential barriers to attendance, such as language barriers, family responsibilities, or transportation issues. Our goal is to ensure that all students have equitable access to education and the support they need to succeed.

School Processes & Programs Strengths

Our school takes pride in maintaining a high attendance rate among our Asian, White, and students of more than one race, with over 75% of these groups achieving non-chronic absence status. This reflects our commitment to creating an engaging and supportive learning environment that encourages regular attendance. By fostering a culture of inclusivity and respect, we ensure that students from diverse backgrounds feel valued and motivated to attend school consistently. Our efforts in promoting the importance of education and providing resources to support student well-being have been instrumental in achieving this commendable attendance record.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Chronic absences are aligned with our students of concern for either behavior or academics.
Root Cause: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

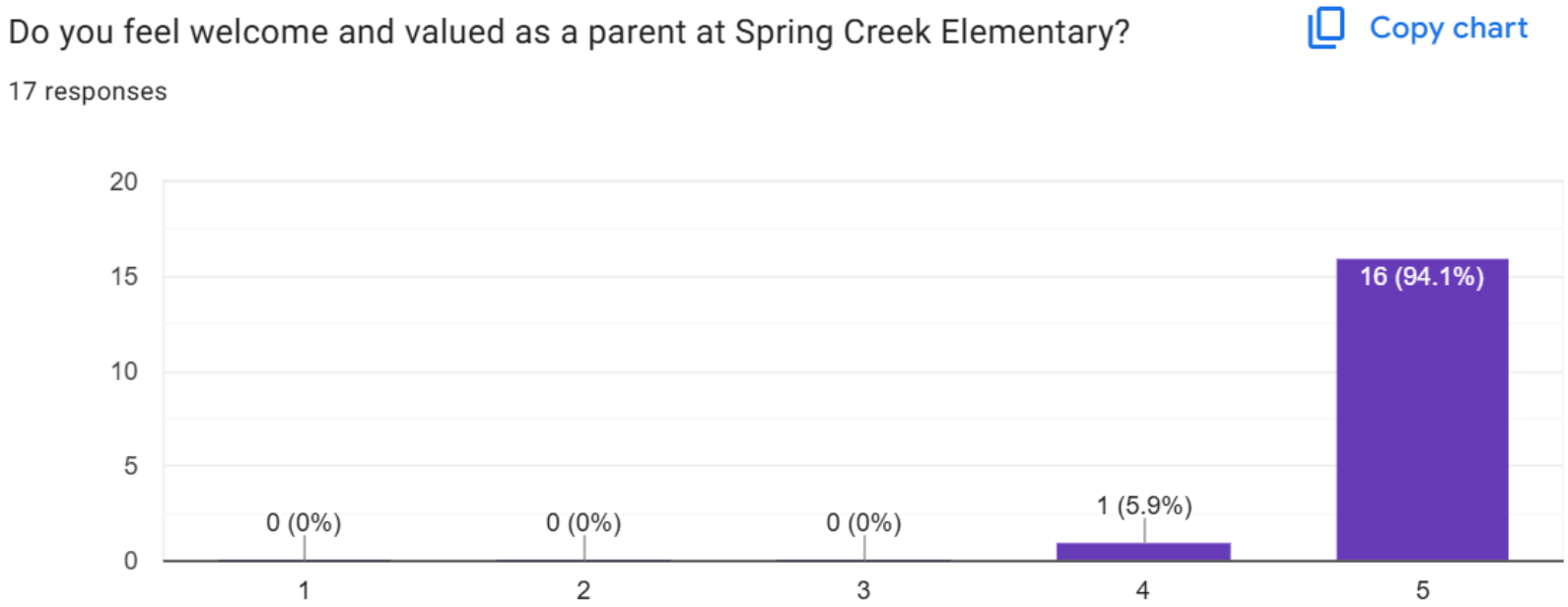
Problem Statement 2 (Prioritized): On the 2025 STAAR Math assessment, 86% of 3rd grade students at Spring Creek Elementary scored at Meets Standard or Above. However, when disaggregated, there was a 21% performance gap for economically disadvantaged students compared to their peers, indicating a significant equity concern.
Root Cause: Inconsistent differentiation of math instruction to address the specific needs of economically disadvantaged students.

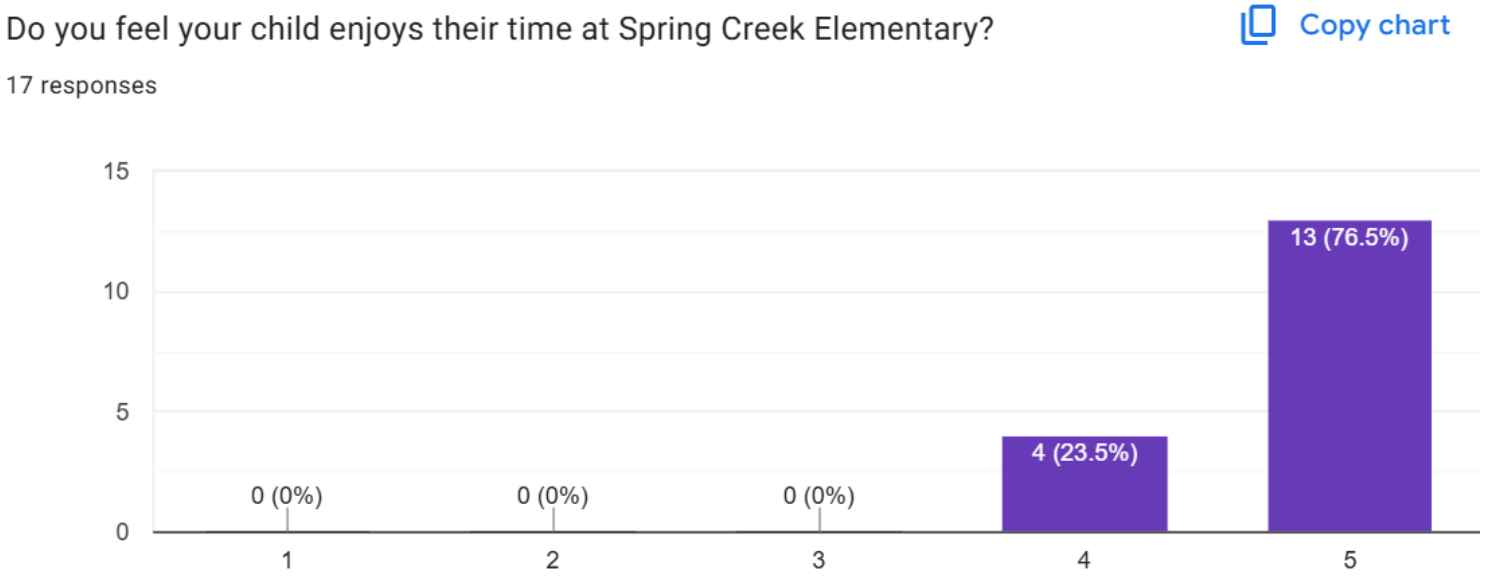
Perceptions

Perceptions Summary

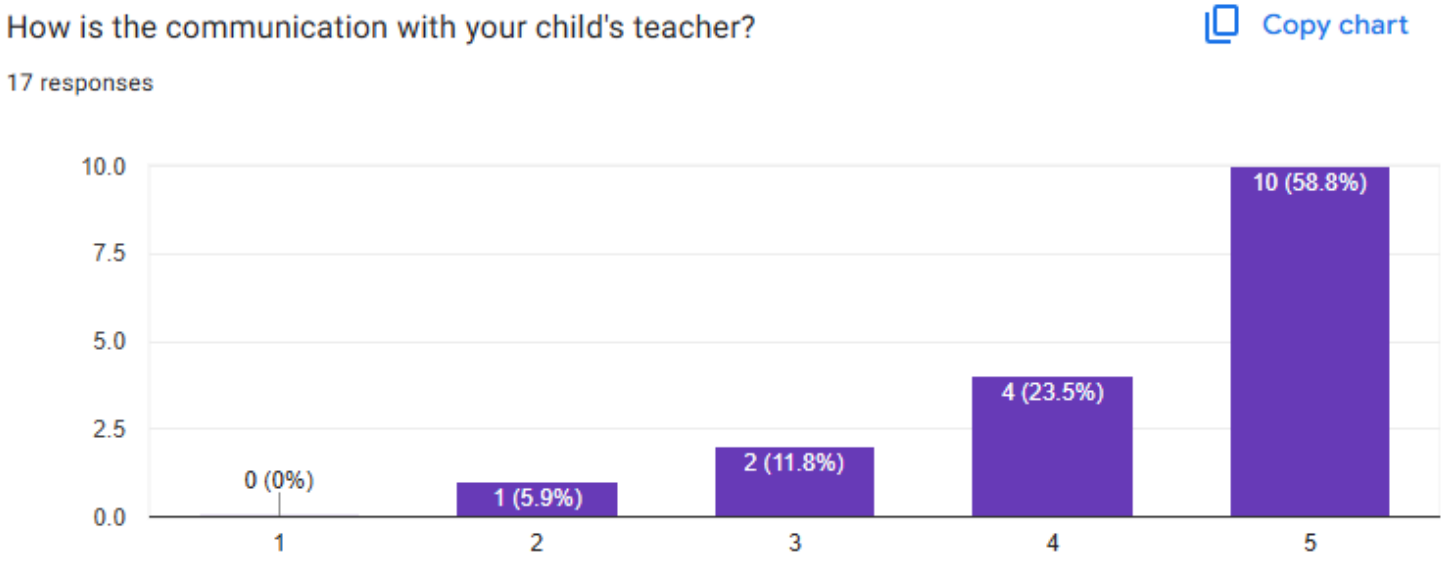
To ensure that parents have a voice and opportunity to provide feedback, Spring Creek Elementary conducted a parent survey at both the beginning and end of the school year. The survey focused on key areas such as school communication, sense of welcome and value, building cleanliness and maintenance, campus culture and environment, opportunities for family involvement, support for students with special needs, and overall student satisfaction.

The overall feedback indicated that parents are highly satisfied with their child's experience at Spring Creek Elementary. Parents expressed appreciation for the school's communication efforts and the welcoming environment. A common suggestion was the desire for increased communication directly from classroom teachers.





There is a need to strengthen consistent and equitable teacher-family communication to ensure that all families feel well-informed and engaged in their child's education. While the majority of parents (58%) feel communication is very strong, the feedback from 5.9% of parents indicates opportunities to improve consistency and outreach across all classrooms.



Perceptions Strengths

Spring Creek Elementary fosters a positive and welcoming campus culture where families feel valued and connected. Throughout the year, the school offers a variety of family involvement opportunities that promote engagement and strengthen the home-school partnership. These events include Family Night, Christmas on the Creek, grade-level performances, Grandparent's Day, Field Day, Meet the Teacher, Parent Orientation Night, and the Boosterthon Fun Run. These activities contribute to a strong sense of community and support the ongoing improvement of our campus climate.

Priority Problem Statements

Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics.

Root Cause 1: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: On the 2025 STAAR RLA assessment, 67.3% of 3rd grade students and 71.9% of 4th grade students scored a 1 or higher on their Extended Constructed Response (ECRs). While most students demonstrated basic writing skills, a large percentage did not reach higher levels of proficiency, indicating a need for targeted instruction in writing fluency, organization, and use of text evidence.

Root Cause 2: Limited opportunities for daily writing practice across content areas, resulting in weak writing stamina.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On the 2025 STAAR Math assessment, 86% of 3rd grade students at Spring Creek Elementary scored at Meets Standard or Above. However, when disaggregated, there was a 21% performance gap for economically disadvantaged students compared to their peers, indicating a significant equity concern.

Root Cause 3: Inconsistent differentiation of math instruction to address the specific needs of economically disadvantaged students.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

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

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

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
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: April 15, 2025

Goal 1: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 1: By May 2026, Spring Creek Elementary will increase the percentage of African American 3rd and 4th grade students scoring at Meets or Above on the STAAR RLA assessment from 44% to 59% and on the Math assessment from 39% to 54%, as measured by STAAR 2026 results.

High Priority

Evaluation Data Sources: Use common formative and summative assessments aligned to STAAR readiness standards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Grade-level teams will analyze formative and summative assessment data in PLCs to identify gaps, reteach, and plan enrichment. **Strategy's Expected Result/Impact:** Ensure alignment of curriculum, instruction, and assessment to TEKS and STAAR readiness standards. **Staff Responsible for Monitoring:** Leadership team will track progress of African American students across all tested domains. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Student Learning

Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Problem Statement 3: On the 2025 STAAR Math assessment, 86% of 3rd grade students at Spring Creek Elementary scored at Meets Standard or Above. However, when disaggregated, there was a 21% performance gap for economically disadvantaged students compared to their peers, indicating a significant equity concern. **Root Cause**: Inconsistent differentiation of math instruction to address the specific needs of economically disadvantaged students.

School Processes & Programs

Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Problem Statement 2: On the 2025 STAAR Math assessment, 86% of 3rd grade students at Spring Creek Elementary scored at Meets Standard or Above. However, when disaggregated, there was a 21% performance gap for economically disadvantaged students compared to their peers, indicating a significant equity concern. **Root Cause**: Inconsistent differentiation of math instruction to address the specific needs of economically disadvantaged students.

Goal 2: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: By May 2026, Spring Creek Elementary will increase the overall student attendance rate from 96% to 97% by strengthening communication and accountability systems with parents.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement proactive phone calls for students at risk of chronic absenteeism (90% or below). **Strategy's Expected Result/Impact:** Increase the overall student attendance rate. **Staff Responsible for Monitoring:** Principal, Assistant principal, attendance clerk, classroom teacher, school counselor **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish a protocol for teachers to make phone calls to parents after a student has been absent for two consecutive days without notification. **Strategy's Expected Result/Impact:** Increase the overall student attendance rate. **Staff Responsible for Monitoring:** Principal, assistant principal, attendance clerk, classroom teacher, school counselor **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Student Learning
Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

School Processes & Programs

Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Goal 2: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 2: By May 2026, Spring Creek Elementary will develop and implement a systematic process for tracking and addressing attendance issues for students of concern, ensuring that all students at risk of chronic absenteeism are identified, monitored, and supported with targeted interventions.

High Priority

Evaluation Data Sources: Utilize the RaaWee attendance program to track student attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitor attendance daily and track students with 3+ absences per grading period. **Strategy's Expected Result/Impact:** Increase the overall student attendance rate. **Staff Responsible for Monitoring:** Principal, assistant principal, attendance clerk, classroom teacher, school counselor **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Student Learning
Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

School Processes & Programs
Problem Statement 1: Chronic absences are aligned with our students of concern for either behavior or academics. **Root Cause**: Systems are currently not in place for our teachers and administration to communicate with parents about attendance and hold them accountable.

Goal 3: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: By May 2026, Spring Creek Elementary will increase the percentage of students scoring a 1 or higher on the STAAR RLA ECR from 67.3% to 80% in 3rd grade and from 71.9% to 85% in 4th grade, as measured by the 2026 STAAR assessment.

High Priority

Evaluation Data Sources: STAAR practice assessments and STAAR RLA assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement campus-wide writing strategies in all content areas to increase daily opportunities for students to practice written expression. **Strategy's Expected Result/Impact:** Students will have increased daily practice with written expression, leading to stronger stamina, organization, and clarity in ECR responses. **Staff Responsible for Monitoring:** Principal, assistant principal, instructional coaches, classroom teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Conduct professional development workshops focused on effective writing instruction strategies and vertical alignment. **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Train teachers in best practices for writing instruction, including mentor texts, modeled writing, and guided practice. **Strategy's Expected Result/Impact:** Teachers will implement consistent, research-based writing practices across grade levels, resulting in more effective writing instruction and increased student performance on ECRs. **Staff Responsible for Monitoring:** Principal, assistant principal, instructional coaches, classroom teachers **Problem Statements:** Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: On the 2025 STAAR RLA assessment, 67.3% of 3rd grade students and 71.9% of 4th grade students scored a 1 or higher on their Extended Constructed Response (ECRs). While most students demonstrated basic writing skills, a large percentage did not reach higher levels of proficiency, indicating a need for targeted instruction in writing fluency, organization, and use of text evidence. **Root Cause**: Limited opportunities for daily writing practice across content areas, resulting in weak writing stamina.

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 May 2026, 50% of 3rd and 4th grade classroom teachers will implement the myshortanswer.com writing platform at least twice per week with their students in order to increase writing stamina as measured by lesson plans and student writing samples.

Evaluation Data Sources: Learning walkthroughs, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Celebrate and share best practices from teachers successfully implementing the platform. **Strategy's Expected Result/Impact:** Increase teacher implementation of technology-based writing tools, with at least half of the 3rd and 4th grade teachers actively utilizing shortanswer.com in classroom instruction. **Staff Responsible for Monitoring:** Administration, Instructional coaches **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: On the 2025 STAAR Math assessment, 86% of 3rd grade students at Spring Creek Elementary scored at Meets Standard or Above. However, when disaggregated, there was a 21% performance gap for economically disadvantaged students compared to their peers, indicating a significant equity concern. **Root Cause**: Inconsistent differentiation of math instruction to address the specific needs of economically disadvantaged students.
Problem Statement 4: On the 2025 STAAR RLA assessment, 67.3% of 3rd grade students and 71.9% of 4th grade students scored a 1 or higher on their Extended Constructed Response (ECRs). While most students demonstrated basic writing skills, a large percentage did not reach higher levels of proficiency, indicating a need for targeted instruction in writing fluency, organization, and use of text evidence. **Root Cause**: Limited opportunities for daily writing practice across content areas, resulting in weak writing stamina.
School Processes & Programs
Problem Statement 2: On the 2025 STAAR Math assessment, 86% of 3rd grade students at Spring Creek Elementary scored at Meets Standard or Above. However, when disaggregated, there was a 21% performance gap for economically disadvantaged students compared to their peers, indicating a significant equity concern. **Root Cause**: Inconsistent differentiation of math instruction to address the specific needs of economically disadvantaged students.

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