

# **Carrollton-Farmers Branch Independent School District**

## **Creekview High School**

### **2025-2026 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

## Value Statement

CFBISD BELIEVES IN...

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

## Motto

High Expectations for ALL

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# Comprehensive Needs Assessment

Revised/Approved: June 27, 2025

## Demographics

### Demographics Summary

Creekview High School is located at 3201 Old Denton Drive in Carrollton, Texas, in southern Denton County. For over 25 years, Creekview has proudly served the students of the Carrollton-Farmers Branch Independent School District (CFBISD).

CFBISD spans several municipalities, including Addison, Carrollton, Coppell, Dallas, Farmers Branch, and Irving. The district also accepts out-of-district transfer students, both for employees and non-employees.

The district serves approximately 24,500 students across 35 campuses. Student demographics include approximately 7% African American, 12% Asian, 56% Hispanic, 0.3% American Indian, 0.1% Pacific Islander, 13% White, and 2.8% identifying as two or more races. Around 63% of students are economically disadvantaged, 30.3% are English Language Learners (ELL), and 12% receive Special Education (SPED) services.

Creekview's demographic student data from the 2024-2025 school year is as follows:

<b>Female</b>	<b>49.29%</b>
Male	50.71%
American Indian-Alaskan Native	0.36%
Asian	10.79%
Black-African American	11.45%
Native Hawaiian-Pacific Islander	0.06%
White	15.54%
Two-or-more Races	4.33%
Economically Disadvantaged	54.86%
Special Education	13.11%
504	7.35%
ESL	28.59%
EB	28.88%
GT	15.90%

Creekview Staff information for the 2024-2025 school year is as follows:

<b>Teachers</b>	<b>120</b>
Average years of experience	12
Administrative Staff Support	20
Educational Aides	15

At Creekview High School, our staff is unwavering in their commitment to delivering equitable and high-quality educational experiences for every student. This dedication is reflected not only in our outstanding achievements in academics, athletics, and the arts, but also in the meaningful interactions among students, staff, and families. Our ultimate goal is to cultivate a sense of belonging, friendship, community, and teamwork as students progress through their high school journey.

At Creekview, experienced educators serve as Department Managers and Instructional Facilitators, forming the foundation of our campus leadership team alongside administration. Department Managers are responsible for ensuring that instructional quality and social-emotional development remain at the forefront within their departments. They support their teams in faithfully executing the Professional Learning Community (PLC) process and in leveraging data to drive instructional decisions. Instructional Facilitators play a complementary role by guiding the PLC process, analyzing data, and providing targeted instructional strategies to promote continuous professional growth among staff.

Creekview High School has also adopted a comprehensive intervention framework tailored to meet individual students' academic and behavioral needs. By triangulating data from multiple sources, the campus develops personalized support plans designed to promote student growth. These interventions are regularly reviewed and assessed to ensure their effectiveness and responsiveness to students' evolving needs.

### **Demographics Strengths**

One of Creekview High School's greatest strengths is the rich diversity of its student body, paired with the stability and experience of its dedicated staff. Fondly referred to as "Creekview America," the campus is known for its inclusive and welcoming culture. Many of our students grow up together within the district, developing deep bonds and a genuine appreciation for the diverse backgrounds and perspectives of their peers.

Our staff is another key strength. Creekview benefits from a highly experienced and committed faculty, supported by a consistent and effective leadership team.

Staff Highlights:

- Average years of teaching experience: 12
- Teachers holding a Master's degree: 45.5%
- Teachers holding a Doctorate: 5%

This combination of professional expertise and cultural richness creates a strong, supportive environment for student success.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Spanish is spoken by many of our parents. These parents also are less likely to be involved for a variety of reasons.

**Root Cause:** The causes are due to language barriers, work commitments, and cultural expectations.

**Problem Statement 2:** Lack of parental involvement for our students with the highest academic as well as social and emotional needs.

**Root Cause:** Students who are not involved in extracurricular activities are more likely to have more discipline and academic problems.

**Problem Statement 3 (Prioritized):** We will continue to support our teachers so that our turn over will be reduced.

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

# Student Learning

## Student Learning Summary

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

English 1 EOC						
	Approaches		Meets		Masters	
	2024	2025	2024	2025	2024	2025
Creekview	75%	67%	63%	52%	19%	14%
District	67%	60%	52%	44%	16%	12%
English 2 EOC						
	Approaches		Meets		Masters	
	2024	2025	2024	2025	2024	2025
Creekview	80%	74%	68%	61%	10%	7%
District	71%	66%	59%	51%	8%	7%
Algebra						
	Approaches		Meets		Masters	
	2024	2025	2024	2025	2024	2025
Creekview	74%	69%	25%	28%	8%	9%
District	82%	74%	47%	46%	27%	27%
U.S. History						
	Approaches		Meets		Masters	
	2024	2025	2024	2025	2024	2025
Creekview	98%	97%	72%	75%	35%	38%
District	96%	93%	68%	65%	34%	34%

English 1 EOC						
Biology						
	Approaches		Meets		Masters	
	2024	2025	2024	2025	2024	2025
Creekview	95%	95%	69%	72%	25%	24%
District	91%	90%	58%	59%	19%	18%

### Overall Trends:

- **English I EOC:** Creekview generally outperformed the District in "Approaches" and "Meets" in both years, but the "Masters" level was lower for Creekview in 2025. Both Creekview and the District saw a decrease in performance across all categories from 2024 to 2025.
- **English II EOC:** Creekview consistently outperformed the District across all three categories ("Approaches," "Meets," and "Masters") in both 2024 and 2025. Similar to English I, both Creekview and the District experienced a decline in scores from 2024 to 2025.
- **Algebra EOC:** The District generally outperformed Creekview in "Approaches," "Meets," and "Masters" in both years. Creekview saw a slight increase in "Meets" and "Masters" from 2024 to 2025, while the District's "Approaches" and "Meets" declined.
- **U.S. History EOC:** Creekview significantly outperformed the District in "Meets" and "Masters" in both years. Both Creekview and the District saw a slight decrease in "Approaches" from 2024 to 2025, but Creekview maintained or slightly increased its "Meets" and "Masters" scores.
- **Biology EOC:** Creekview performed better than the District across all categories in both years, with a notable increase in "Meets" and "Masters" from 2024 to 2025. The District also saw a slight increase in "Meets" and "Masters" in 2025.

### Creekview Specifics (2024 vs. 2025):

- **Decreases:** Creekview saw a decrease in "Approaches," "Meets," and "Masters" for English I and English II EOCs from 2024 to 2025. "Approaches" for U.S. History also slightly decreased.
- **Increases:** Creekview showed increases in "Meets" and "Masters" for Algebra, "Meets" and "Masters" for U.S. History, and "Meets" and "Masters" for Biology from 2024 to 2025.
- **Stable:** "Masters" for Algebra remained stable at 8% and 9% (a slight increase but close).

### District Specifics (2024 vs. 2025):

- **Decreases:** The District experienced a decrease across all categories for English I, English II, and "Approaches" and "Meets" for Algebra. "Approaches" for U.S. History also slightly decreased.
- **Increases:** The District saw slight increases in "Meets" and "Masters" for Biology in 2025.
- **Stable:** "Masters" for U.S. History remained stable at 34%. "Masters" for Algebra remained stable at 27%.

### Student Learning Strengths

- **Consistent Outperformance in English II EOC:** Creekview consistently outperforms the District in all three categories ("Approaches," "Meets," and "Masters") for the English II EOC in both 2024 and 2025. This indicates strong performance in this subject.
- **Strong Performance in U.S. History EOC:** Creekview shows significantly higher percentages in "Meets" and "Masters" categories compared to the District for U.S. History in both years. This is a clear strength, particularly in achieving higher levels of mastery.
- **Strong Performance in Biology EOC:** Creekview consistently outperforms the District across all categories ("Approaches," "Meets," and "Masters") for the Biology EOC in both years. Furthermore, Creekview shows a positive trend with an increase in "Meets" and "Masters" from 2024 to 2025 in Biology.
- **High "Approaches" Rates:** For U.S. History and Biology, Creekview has very high "Approaches" rates (98% and 95% respectively in 2024, maintaining strong numbers in 2025), indicating that a large majority of students are achieving at least the basic passing standard in these subjects.
- **Positive Trend in "Meets" and "Masters" for Biology:** Creekview's "Meets" and "Masters" percentages for Biology increased from 2024 to 2025 (69% to 72% for Meets, 25% to 24% for Masters - a very slight decrease for Masters, but still strong). This suggests improvement in a key science area.
- **Improvement in Algebra "Meets" and "Masters":** While the District generally outperforms Creekview in Algebra, Creekview did show an improvement in its "Meets" (from 25% to 28%) and "Masters" (from 8% to 9%) categories from 2024 to 2025. This indicates progress in this subject.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The rising numbers of Emergent Bilingual (EB) and Newcomer students have demonstrably influenced overall student achievement profiles. This impact is directly attributable to the complex process of second language acquisition, which requires significant cognitive effort and time.

**Root Cause:** There is a lack of tailored linguistic and academic supports to facilitate their integration and ensure equitable opportunities for demonstrating their evolving proficiency.

**Problem Statement 2:** Frequent tardiness to the initial instructional period negatively correlates with student academic outcomes.

**Root Cause:** Despite the adjustment to a later start time, a significant number of students continue to arrive after the 8:40 AM bell.

**Problem Statement 3 (Prioritized):** Creekview performs significantly lower than the District in Algebra across all three categories ("Approaches," "Meets," and "Masters") in both 2024 and 2025. There is also a noticeable decrease in performance across all categories for English I from 2024 to 2025

**Root Cause:** An observed increase in student mental health challenges is demonstrably impacting academic engagement and learning outcomes. Concurrently, there is evidence suggesting that a segment of the student population is performing below its full academic potential.

# School Processes & Programs

## School Processes & Programs Summary

Throughout the academic year, Creekview systematically collects data on instructional practices, curricular development, personnel support and training, organizational leadership, and administrative programs.

In the instructional realm, the administration conducts TTESS observations and establishes mentor relationships with teachers. Additionally, it provides consistent professional development opportunities centered around classroom instruction.

Regarding curricular development, our core departments employ instructional facilitators and department managers who ensure compliance with district and state guidelines for curricular expectations and assessment protocols. These individuals collaborate with district office departmental leaders.

In the personnel development area, department leaders collaborate with administrators to identify and interview high-quality teaching candidates. Mentor teams, along with TTESS observations, assess professional development needs.

Organizational development involves conducting meetings with the campus leadership team, the discipline committee, the Campus Improvement Committee (CIC), the administration, and the graduation team.

Administration encompasses restorative practices that address students' social and emotional needs. The campus has established a restorative center and a peace room, providing students with a space to address their emotional well-being and foster academic success.

Other administrative processes include professional development periods, advisory lessons, bell-to-bell instruction, and data-driven instructional practices.

Creekview students also have the opportunity to participate in the Law & Public Service Academy and, beginning next year, the Education and Training Academy. Additionally, students can engage in athletics during the school day and participate in fine arts programs such as band, orchestra, choir, theater arts, and visual arts.

## School Processes & Programs Strengths

Creekview High School offers a wide range of high-quality programs that support student achievement and contribute to a strong, positive school culture.

Our well-established Law and Public Service Academy continues to serve as a model of excellence and will provide the foundation for our newly launched Education and Training Academy. Additionally, our state-of-the-art ROTC facilities have enhanced student interest and participation in leadership and service pathways.

All of our athletic programs contribute significantly to school pride and have consistently demonstrated success, both in competition and in building student character. Likewise, our fine arts programs are deeply rooted in tradition and achievement, regularly earning top honors in competition—including straight Division I ratings from judges.

Recent initiatives, such as the implementation of collective cellphone procedures and enhanced hallway pass protocols, have further strengthened our campus culture by promoting focus, accountability, and a more structured learning environment.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The social and emotional needs of students has grown over the years and it is having an impact on the educational environment.

**Root Cause:** The growing impact on the educational environment is increasing and adding to the complex social and emotional needs of students, which often exceed the capacity of existing school-based support systems and resources to address them effectively.

**Problem Statement 2:** Our Fire Academy is new and will start slowly as we gather students interest. Other CTE programs are also working on enrollment

**Root Cause:** Students in our district are fortunate to have a wide range of educational options available to them. These choices empower families to select the learning environment and programs that best align with their individual needs, interests, and goals. This variety reflects the district's commitment to providing diverse and high-quality educational opportunities for all students.

**Problem Statement 3:** Student tardiness and improper cellphone usage continues to be a growing concern across the building.

**Root Cause:** There is a lack of consistent expectations, monitoring, and accountability measures, which has contributed to decreased student engagement and diminished adherence to school-wide behavioral norms.

# Perceptions

## Perceptions Summary

At Creekview High School, our mission is to ensure that every student graduates college- and career-ready, without the need for remediation. Our campus is guided by the “Five That Drive,” which include:

1. Campus Culture
2. Data-Informed Decision Making
3. Observation and Feedback
4. Multi-Tiered System of Supports (MTSS)
5. Restorative Practices

Each of these focus areas is reinforced through Professional Learning Communities (PLCs) and supported by interdepartmental collaboration within CFBISD.

While the district's Upbeat and Panorama surveys were not administered during the 2024–2025 school year, data from prior years continues to inform our practice and campus planning.

Key strengths identified in previous Upbeat survey results include:

- A strong sense of teacher belonging and well-being
- Inclusive culture among staff
- Effective recruitment, retention, and onboarding processes
- Teachers feeling valued and appreciated
- High levels of trust between teachers and school leadership

Areas for continued growth:

- Student engagement
- Campus safety
- Communication between parents and teachers
- Opportunities for teacher voice and leadership

From the most recent Panorama student survey, students rated the following areas most positively:

- Teacher instructional effectiveness

- Classroom climate
- High academic expectations

The most frequently noted area for improvement was classroom engagement.

To maintain strong communication and community connection, Creekview provides weekly email updates to families, students, and staff; maintains an active presence across multiple social media platforms; and hosts “Meet the Teacher” nights and Parent-Teacher Conferences each semester.

### **Perceptions Strengths**

- Consistent weekly communication with families through ParentSquare newsletters, marquee updates, and social media posts
- Active and effective engagement on social media platforms
- Positive feedback reflected in the Upbeat Survey results
- Strong staff commitment and enthusiasm for working at Creekview

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Students have expressed that there is significant opportunity to enhance student engagement within the school.

**Root Cause:** There is insufficient implementation of interactive and relevant instructional strategies, combined with students not understanding the relevance of certain standards, which results in decreased motivation and participation in the learning process.

**Problem Statement 2:** There is a deficiency in the systematic collection and utilization of data through surveys and other assessment instruments.

**Root Cause:** Communications from organizations, teams, and programs are currently fragmented, resulting in a dispersed and inconsistent follower base. Additionally, there is a loss of valuable data during coaching transitions, which hampers continuity and effectiveness.

**Problem Statement 3:** There is a need to establish a streamlined communication system to effectively disseminate general news and updates through social media from the campus.

**Root Cause:** A centralized and coordinated communication system is absent, leading to inconsistent messaging and reduced reach across general news and social media platforms.

# Priority Problem Statements

**Problem Statement 1:** The rising numbers of Emergent Bilingual (EB) and Newcomer students have demonstrably influenced overall student achievement profiles. This impact is directly attributable to the complex process of second language acquisition, which requires significant cognitive effort and time.

**Root Cause 1:** There is a lack of tailored linguistic and academic supports to facilitate their integration and ensure equitable opportunities for demonstrating their evolving proficiency.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** We will continue to support our teachers so that our turn over will be reduced.

**Root Cause 2:** Competition and the economy gives teachers choices to easily move districts.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Spanish is spoken by many of our parents. These parents also are less likely to be involved for a variety of reasons.

**Root Cause 3:** The causes are due to language barriers, work commitments, and cultural expectations.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Students have expressed that there is significant opportunity to enhance student engagement within the school.

**Root Cause 4:** There is insufficient implementation of interactive and relevant instructional strategies, combined with students not understanding the relevance of certain standards, which results in decreased motivation and participation in the learning process.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** The social and emotional needs of students has grown over the years and it is having an impact on the educational environment.

**Root Cause 5:** The growing impact on the educational environment is increasing and adding to the complex social and emotional needs of students, which often exceed the capacity of existing school-based support systems and resources to address them effectively.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Creekview performs significantly lower than the District in Algebra across all three categories ("Approaches," "Meets," and "Masters") in both 2024 and 2025. There is also a noticeable decrease in performance across all categories for English I from 2024 to 2025

**Root Cause 6:** An observed increase in student mental health challenges is demonstrably impacting academic engagement and learning outcomes. Concurrently, there is evidence suggesting that a segment of the student population is performing below its full academic potential.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

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

**Student Data: Behavior and Other Indicators**

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

# Guiding Objectives

Revised/Approved: June 27, 2025

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By the end of the 2025-2026 School year, Creekview High School will increase student classroom engagement through professional development opportunities, PLC practice, and curricular review by 15%. (with a focus on specified subpopulations).

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Student Panorama

STAAR Data

MAP Data

Common Formative Assessment Data

Other Assessment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide supplemental support and resources to support at-risk students including: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, and AVID</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement on state and local assessments</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, Instructional Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$418,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By being an AVID demo school and help students with WICOR....writing, inquiry, collaboration, organization, and reading. We will purchase AVID agendas to help students organize their calendar year and to implement this school-wide for academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Organized students will perform better in all areas of their school life, including academic and extracurricular.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Agendas/Planners - 211 Title I - 211-11-6399-00-006-30-000 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 2:** By the end of the 2025-2026 School year, Creekview High School will increase the STAAR meets level by a minimum of 3% across all STAAR subjects by May 2026.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutorials, and work with students before the Dec. Retest  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Funding Sources:</b> Tutorials, Extra Duty Pay - 211 Title I - 211-11-6117-00-006-30-000 - \$1,008</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional Specialists to support teachers in planning for instruction and interventions.  <b>Strategy's Expected Result/Impact:</b> Increase on student achievement on state and local assessments  <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Administrators, Teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 5: Effective Instruction  <b>Funding Sources:</b> Instructional Coach - 211 Title I - 211-13-6119-00-006-30-000 - \$75,467</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent engagement strategy for literacy and promoting literacy with all students</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading scores and more students exiting through TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Books and parent education materials - 211 Title I - 211-61-6329-00-006-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase opportunities for literacy development through direct instructions and increase resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Literacy Book - 211 Title I - 211-11-6329-00-006-30-000 - \$3,575</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Creekview performs significantly lower than the District in Algebra across all three categories ("Approaches," "Meets," and "Masters") in both 2024 and 2025. There is also a noticeable decrease in performance across all categories for English I from 2024 to 2025 <b>Root Cause:</b> An observed increase in student mental health challenges is demonstrably impacting academic engagement and learning outcomes. Concurrently, there is evidence suggesting that a segment of the student population is performing below its full academic potential.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 3:** By the end of the 2025-2026 School year, the percentage of Emergent Bilingual students who advance at least one proficiency level, as measured by the 2025 TELPAS, will increase by 5% at Creekview High School

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** TELPAS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Targeted tutorials to support EB students  <b>Strategy's Expected Result/Impact:</b> More students will exit through TELPAS  <b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Funding Sources:</b> Tutors, Snacks - 211 Title I - 211-11-6117-00-006-30-000 - \$1,425</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 4:** By the end of the 2025-2026 School year, Creekview High School will increase STAAR scores by 5% for students receiving Special Education services, as assessed across all subjects and grade levels tested.

**Evaluation Data Sources:** STAAR data  
MAP data

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 5:** By the end of the 2025-2026 School year, Creekview High School will increase the percentage of annual graduates earning a CCMR indicator to 95%.

**High Priority**

**HB3 Guiding Objective**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase IBC, focus on AP, TSI, Dual, SAT, and ACT. For all other students, have them finish TCB</p> <p><b>Strategy's Expected Result/Impact:</b> More students will be college ready</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> TCB - 211 Title I - 211-11-6117-00-006-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 6:** By the end of the 2025-2026 School year, Creekview High School will enhance the schoolwide AVID strategies at the Creekview building in alignment with the National Demonstration School status for AVID by May 2026.

**HB3 Guiding Objective**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Send teachers to AVID training and continue to participate in AVID professional development for our teachers and students. which will include the purchase of AVID planners for the students.</p> <p><b>Strategy's Expected Result/Impact:</b> annually</p> <p><b>Staff Responsible for Monitoring:</b> admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> AVID Summer Institute - 211 Title I - 211-13-6411-00-006-30-000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 7:** By the end of the 2025-2026 school year, Creekview High School will increase the four-year graduation rate from 97.8 to 100%

**Evaluation Data Sources:** TEAMS Data

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 8:** By the end of the 2025-2026 school year, Creekview High will increase in advanced academic courses that are aligned to the Texas Core Curriculum total to 100%.

**High Priority**

**Evaluation Data Sources:** Advanced Placement: 3 or higher aligned to Texas Core Curriculum

Dual Credit: college credit earned aligned to Texas Core Curriculum

On-ramps: college credit earned aligned to Texas Core Curriculum

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 9:** Creekview High School will increase the percentage of students from 36% to 40% meeting growth measures in Algebra 1 MAP from Beginning of Year to End of Year assessments on the Math MAP.

**Evaluation Data Sources:** Dyslexia

Special Ed

GT

By Ethnicity

By Cohort

By Grade

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 10:** Creekview High School will increase the percentage of students from 72% to 76% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

**Evaluation Data Sources:** Dyslexia

Special Ed

GT

By Ethnicity

By Cohort

By Grade

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 11:** By the end of the 2025-2026 school year, Creekview High School will increase in high school student enrollment in advanced academic courses that are aligned to the Texas Course Curriculum from a total of 1,158 students to 1,225. (Adding additional 3 sections).

**Evaluation Data Sources:** Students enrolled in one or more Advanced Placement courses aligned to the Texas Core Curriculum  
Students enrolled in one or more Dual Credit courses to the Texas Core curriculum  
Students enrolled in one or more On-Ramps courses to the Texas Core Curriculum

## **Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 12:** By the end of the 2025-2026 school year, Creekview High School will increase in advanced academic courses that are aligned to the Texas Core Curriculum total from 27 options (24 AP courses and 3 Dual Credit Options) to increase Dual Credit options to 5 courses.

### **High Priority**

**Evaluation Data Sources:** Advanced Placement: 3 or higher aligned to Texas Core Curriculum

Dual Credit: college credit earned aligned to Texas Core Curriculum

On-ramps: college credit earned aligned to Texas Core Curriculum

## **Guiding Objective 1: Optimize Engaging and Diverse Learning**

**Goal 13:** By the end of the 2025-2026 school year, Creekvview will increase in the percentage of graduates meeting CCMR criteria from 93% to 95%.

### **High Priority**

#### **HB3 Guiding Objective**

**Evaluation Data Sources:** Associate Degree

College Ready based on HB3 criteria

TSI met based on HB3 criteria

Career Ready on HB3 criteria

(Level 1 or II Career and Technical Education certificate or Industry Based Certification)

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

**Goal 1:** By the end of the 2025-2026 School year, Creekview High School will, enhance administrative and staff visibility in hallways, stairwells, and restrooms to effectively reduce office referrals in these frequently used areas by 10% reduction,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Request the placement of more Vape Detectors in the restrooms to cut down and discourage the incidents of Vape use at the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Less vaping incidents on campus and less placements at AEP and PAC</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule open periods for staff to have hall duty</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

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

**Goal 2:** By the end of the 2025-2026 School year, Creekview High School will implement 100% of all processes, plans, and strategies in regard to facilities and infrastructure of the building to enhance the learning and learning opportunities for our students, as well as visually appealing to staff, students, families, and the community.

**Evaluation Data Sources:** Visual representation of cultures and community throughout the building

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

**Goal 3:** By the end of the 2025-2026 school year, Creekview High School will implement 100% of all processes, plans, and strategies in regard to safety and security that are implemented and reviewed by all staff and students.

**High Priority**

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

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

**Goal 4:** By the end of the 2025-2026 school year, Creekview High School will ensure 100% of the Campus Threat Assessment Teams will have met the mandated requirements for SB11.

**High Priority**

**Evaluation Data Sources:** Threat assessment checklist

**Guiding Objective 3:** Optimize Community Engagement

**Goal 1:** By the end of the 2025-2026 school year, Creekview High School will increase the number of volunteers registered in ParentSquare and PTSA members by 5% by May 2026.

**Evaluation Data Sources:** Parent Square Data  
Family Survey

**Guiding Objective 3: Optimize Community Engagement**

**Goal 2:** By the end of the 2025-2026 school year, Creekview High School will ncrease in parent and community engagement at CHS by 10%.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Focus group meetings

Parent surveys

FAFSA Parent Nights

College trips

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent nights and field trips</p> <p><b>Strategy's Expected Result/Impact:</b> parents will have more exposure to the college process and what is required for admission.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Buses, snacks, Parent Ed supplies - 211 Title I - 211-61-6399-00-006-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Guiding Objective 3: Optimize Community Engagement**

**Goal 3:** By the end of the 2025-2026 school year, Creekview High School will increase mutually beneficial partnerships with our community by 10% to not only fulfill the educational requirements of our students but also contribute to the overall well-being of the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue our partnership with Metro Crest services to help our families and students in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Stocked food pantry</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Goal 1:** By the end of the 2025-2026 school year, Creekview High School will enhance social-emotional learning (SEL) opportunities through lessons on SEL during professional development (PD) and advisory sessions by 5%.

**High Priority**

**Evaluation Data Sources:** SEL Lesson Data  
Counseling Lessons

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Work with counselors to present to the CHS staff mindfulness techniques to reduce stress in the work place.  <b>Strategy's Expected Result/Impact:</b> Retention, less sick days  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Advisory plan, structure, and lessons provided for teachers and students.  <b>Staff Responsible for Monitoring:</b> AVID coordinator</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Goal 2:** By the end of the 2025-2026 school year, the percentage of total CFBISD disciplinary removals or out-of-placements that are African American student suspensions (including in-school suspensions, out-of-school suspensions, and alternative educational program placements) will be less than 18%.

**High Priority**

**Evaluation Data Sources:** Discipline Data  
Upbeat Survey

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

**Goal 3:** By the end of the 2025-2026 school year, Creekview High School will provide 10% more training to administrators, teachers, and counselors to support students' mental health and substance abuse prevention skills. Implement targeted intervention and support measures for students.

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

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

**Goal 4:** By the end of the 2025-2026 school year, Creekview High School will ensure it has fully implemented the district's Bullying/Cyberbullying Prevention and Intervention Plan

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

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

**Goal 5:** By the end of the 2025-2026 school year, Creekview High School will ensure Common Sense Media recognizes CHS as a Common Sense School.

**Evaluation Data Sources:** Common Sense Media certification process

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

**Goal 6:** By the end of the 2025-2026 school year, Creekview High School will improve methods to address discipline in the classroom and common areas, decreasing discipline by 15%. Out-of-school placement. will also decrease by 15%.

**High Priority**

**Evaluation Data Sources:** Discipline data

**Guiding Objective 5:** Optimize All Available Resources

**Goal 1:** By the end of the 2025-2026 school year, Creekview High School will enhance the master schedule to ensure that all teachers are teaching in their areas of expertise and receive support from instructional facilitators for their specific content areas.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit at job fairs, through social media, and through word of mouth from happy staff on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Less turnover</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 5:** Optimize All Available Resources

**Goal 2:** By the end of the 2025-2026 school year, Creekview High School will increase staff retention by 5%.

**Evaluation Data Sources:** TEAMS data

**Guiding Objective 5:** Optimize All Available Resources

**Goal 3:** By the end of the 2025-2026 school year, Creekview High School will implement a 2% increase in the enrolled student population.

**Evaluation Data Sources:** PEIMS enrollment by snapshot day

**Guiding Objective 5:** Optimize All Available Resources

**Goal 4:** By the end of the 2025-2026 school year, Creekview High School will ensure all financial resources are appropriately allocated and used based on the needs of the students, families, and staff.

# State Compensatory

## Budget for Creekview High School

**Total SCE Funds:** \$418,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

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

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

A comprehensive needs assessment is conducted annually using data from stakeholders (parents, administrators, teachers, and community members). Data sources include surveys, academic performance, student perception surveys, and program evaluations. Areas assessed include demographics, student achievement, school processes, and perceptions (p. 41).

### 1.2: Location for Evidence of Multiple Meetings Held

Meetings of the Campus Improvement Committee and campus leadership team are referenced in the CNA process (p. 41). Additional evidence includes parent surveys, stakeholder engagement in planning (pp. 12, 41), and documented Title I and family engagement efforts.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CNA was approved on **May 22, 2024**. The plan was developed based on CNA findings and is reviewed and revised throughout the school year with multiple checkpoints and stakeholder involvement (p. 41).

### 2.2: Stakeholders 1114(b)(2)

Stakeholders include parents, teachers, administrators, and community members. They participate through surveys and the Campus Improvement Committee. The plan was created and monitored with input from all groups (p. 41).

### 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is available on the campus and district websites, which include translation features. Communications sent home are bilingual (English and Spanish). Community meetings are also held in both languages (p. 41).

### 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The plan integrates services from Title I, State Compensatory Education (SCE), Special Education, and supports for Emergent Bilinguals. Interventions are guided through the SNAP meeting process and data analysis (pp. 14–41).

### 2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The plan includes:

- State assessment remediation and academic interventions (pp. 14–17)
- Increased learning time (tutorials, AVID support, WIN time)
- Strategies for at-risk, EB, and SPED students (p. 41)
- College and career readiness planning (p. 20)
- Family engagement (pp. 22, 28, 41–42)
- Professional development for instructional improvement (AVID, restorative practices)

### **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

#### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

The CIP is reviewed and revised quarterly. Data sources include STAAR, TELPAS, AP, SAT/ACT, discipline records, and survey feedback (p. 12, p. 41). The evaluation process ensures the plan is adjusted throughout the year to meet goals.

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Tamira Dewitt	Parent
Business Partner	Julie Eich	Buisness Partner
Community Member	Kevin Bethea	Community Member
Parent	Brandy Smith	PTSA President
District-Level Staff	Valerie Villanueva	CCMR Dean
Teacher	Jackie Jackson-Smith	Teacher
Teacher	Mackenzie Binion	Teacher
Teacher	Lindsey Sutor	Teacher
Teacher	Shane DePaul	Teacher
Teacher	Jerry Johnson	Teacher
Teacher	David Carroll	Teacher
Teacher	Rance Johnson	Teacher
Special Services Teacher	Caludia Deunez	Teacher
Administrator	Michael Woods	Asst. Principal
Paraprofessional	Candace Briggs	Principals Secretary
Teacher	Daniel Benchot	Teacher
Teacher	Kathi Rodgers	Teacher
Administrator	Keith Davis	Principal
Business Partner	Michael Cone	Business Partner
Parent	Stacey Homan	Parent
Administrator	Dana Macedo	Associate Prinicipal
Administrator	Veronica Rolan	Asst. Principal
Administrator	Dawn Rink	Asst. Principal
Administrator	Brian Anderson	Asst. Principal

# Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental support and resources for at-risk students		\$418,000.00
<b>Sub-Total</b>					\$418,000.00
<b>Budgeted Fund Source Amount</b>					\$418,000.00
<b>+/- Difference</b>					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Agendas/Planners	211-11-6399-00-006-30-000	\$10,000.00
1	2	1	Tutorials, Extra Duty Pay	211-11-6117-00-006-30-000	\$1,008.00
1	2	2	Instructional Coach	211-13-6119-00-006-30-000	\$75,467.00
1	2	3	Books and parent education materials	211-61-6329-00-006-30-000	\$1,000.00
1	2	4	Literacy Book	211-11-6329-00-006-30-000	\$3,575.00
1	3	1	Tutors, Snacks	211-11-6117-00-006-30-000	\$1,425.00
1	5	1	TCB	211-11-6117-00-006-30-000	\$2,000.00
1	6	1	AVID Summer Institute	211-13-6411-00-006-30-000	\$0.00
3	2	1	Buses, snacks, Parent Ed supplies	211-61-6399-00-006-30-000	\$1,000.00
<b>Sub-Total</b>					\$95,475.00
<b>Budgeted Fund Source Amount</b>					\$95,475.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$513,475.00
<b>Grand Total Spent</b>					\$513,475.00
<b>+/- Difference</b>					\$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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025