College Station ISD



Creek View Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Board Approval Date:
October 20, 2026

Public Presentation Date:
September 15, 2026

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Mission Statement

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

Vision

Creek View leads CSISD in . . .

- Collaboration to meet the needs of all students
- Student Achievement
- Culture of Belonging for all Students, Families, and Staff Members

Collective Commitments

Collective Commitments:

Engage in professional meetings to enhance our professional skills.

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

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

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

We will celebrate with students.

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

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Comprehensive Needs Assessment

Demographics

Summary

At the end of the 25-26 school year, Creek View served **428 students** in grades Early Education through 4th grade. Enrollment by grade at the end of the 25-26 School year is as follows:

25-26 School Year (Total Enrollment 428)	26-27 School Year (Total Enrollment 460)
Early Education: 3 students	**Early Education:** 3 Students
Pre-Kindergarten: 51 students (11.92%)	**Pre-Kindergarten:** 35 Students
Kindergarten: 64 students (14.95%)	**Kindergarten:** 86 Students
1st Grade: 62 students (14.49%)	**1st Grade:** 73 Students
2nd Grade: 91 students (21.26%)	**2nd Grade:** 78 Students
3rd Grade: 86 students (20.09%)	**3rd Grade:** 96 Students
4th Grade: 71 students (16.59%)	**4th Grade:** 88 Students

Our school experienced growth in K-4: Contributing factors include a district rezoning and the acceptance of out-of-district transfers. To account for this change in enrollment, 3 new teaching positions were added to Creek View and 1 PK class was relocated to another school.

We had two teachers retire, two postions relocated to other campuses, and three teachers not return. Because of our growth, we added 3 additional teachers to our staff.

Student Demographics

- **Gender**
  - Female: 193 students (45.09%)
  - Male: 235 students (54.91%)
- **Ethnicity**
  - Hispanic-Latino: 105 students (24.53%)
- **Race**
  - American Indian/Alaskan Native: 1 (0.23%)
  - Asian: 30 (7.01%)
  - Black/African American: 105 (24.53%)
  - Native Hawaiian/Pacific Islander: 1 (0.23%)
  - White: 165 (38.55%)
  - Two or More Races: 21 (4.91%)
  - Economically Disadvantaged 249 (58.18%)

Our demographics have been consistent over the past 3 years.

Our campus has two specialized programs (Adaptive Behavior and C.A.S.L.) for students who have qualified for special education. These programs serve around 30 students. The percentage of students who are served in special education is 27.10%

Our campus has 31 students (7.24%) served in the Gifted and Talented program.

Behavior

Creek View saw an increase in the number of behavior incidents that resulted in referrals in the 25-26 school year. In the 24-25 school year there were 51 behavior incidents and in the 25-26 school year there were 160 behavior incidents. 21 of the incidents resulted in ISS and 22 resulted in OSS Most of these referrals came from students in our adaptive behavior program, along with an increase in bus referrals. 10 students had more than 4 referrals and accounted for over half of the behavior incidents.

11 individual students were assigned OSS and 9 individual students were assigned ISS.

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

Teacher Experience

- **Beginning Teachers:** 3.3%
- **1–5 Years of Experience:** 13.4%
- **6–10 Years of Experience:** 16.3%
- **11–20 Years of Experience:** 40.8%
- **21–30 Years of Experience:** 22.9%
- **>30 Years of Experience:** 3.3%

Attendance:

Our Attendance Rate in 25-26 was 95.6% with a chronic absenteeism rate of 11%.

STAAR Data by Demographic

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	75%	54%	68%	85%	-	91%	-	79%	65%
At Meets GL Standard or Above	51%	23%	31%	70%	-	82%	-	50%	40%
At Masters GL Standard	24%	5%	10%	35%	-	55%	-	36%	17%
Number of Tests									
At Approaches GL Standard or Above	225	30	54	110	-	20	-	11	142
At Meets GL Standard or Above	154	13	25	91	-	18	-	7	87
At Masters GL Standard	73	3	8	45	-	12	-	5	37
Total Tests	302	56	80	130	-	22	-	14	218
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	74%	54%	65%	85%	-	91%	-	86%	65%
At Meets GL Standard or Above	48%	18%	33%	66%	-	82%	-	43%	38%
At Masters GL Standard	19%	4%	5%	28%	-	45%	-	29%	13%
Number of Tests									
At Approaches GL Standard or Above	112	15	26	55	-	10	-	6	71
At Meets GL Standard or Above	73	5	13	43	-	9	-	3	41
At Masters GL Standard	28	1	2	18	-	5	-	2	14
Total Tests	151	28	40	65	-	11	-	7	109
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	75%	54%	70%	85%	-	91%	-	71%	65%
At Meets GL Standard or Above	54%	29%	30%	74%	-	82%	-	57%	42%
At Masters GL Standard	30%	7%	15%	42%	-	64%	-	43%	21%
Number of Tests									
At Approaches GL Standard or Above	113	15	28	55	-	10	-	5	71
At Meets GL Standard or Above	81	8	12	48	-	9	-	4	46
At Masters GL Standard	45	2	6	27	-	7	-	3	23
Total Tests	151	28	40	65	-	11	-	7	109

Strengths

We have a very experienced staff and continue to have low turnover rates.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There was an increase in the number of behavior referrals and the number of referrals resulting in ISS or OSS. 160 total referrals with 21 referals resulted in ISS and 22 resulted in OSS.	The services and staffing we were providing our struggling students were ineffective at serving the needs of the students.
2 ★	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
3	Reading growth scores on STAAR were below our Math Growth scores for all students	Identifying struggling students and providing appropriate interventions could be improved. Additionally, our students struggle with the writing portion of the test.
4 ★	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
5	African American students had a growth score of 43%. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6 ★	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.

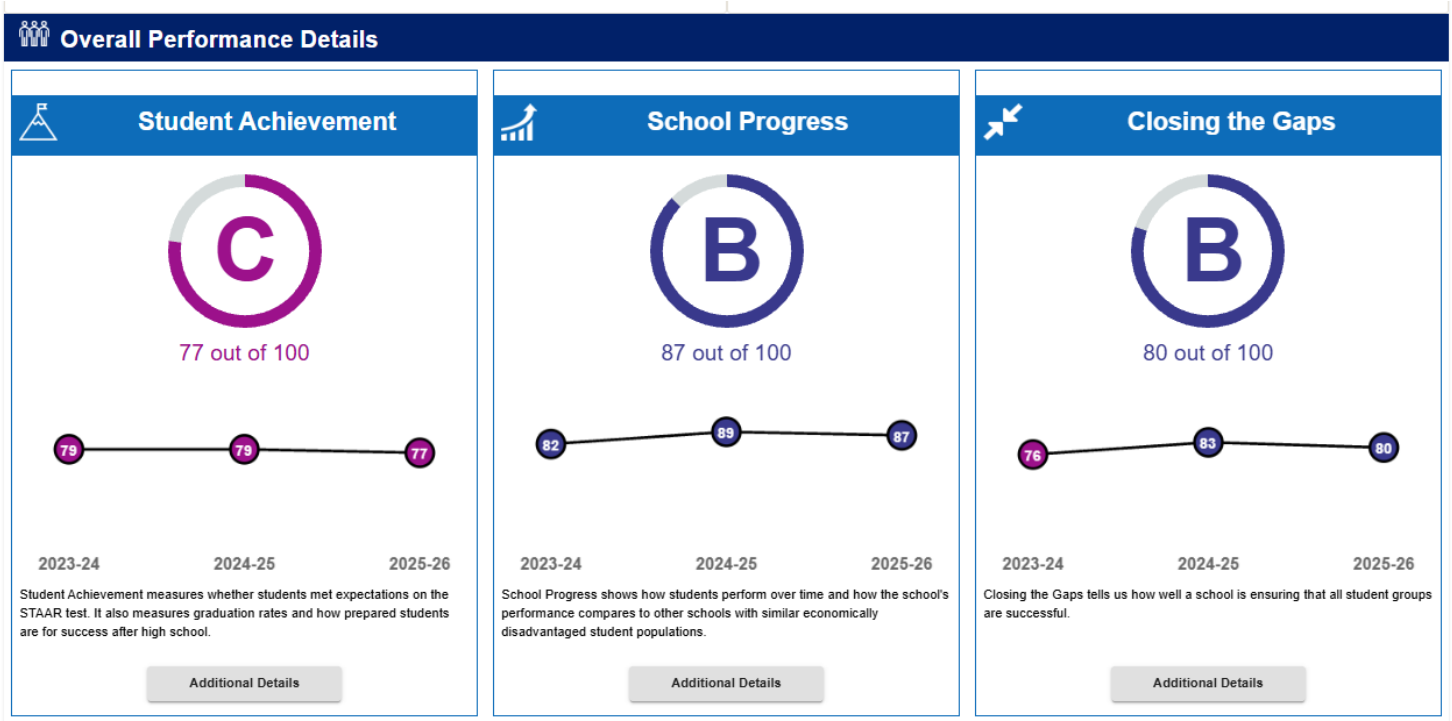
7 ★	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
8 ★	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
9 ★	Our attendance remained at 95.6% and we had a chronic absentee rate of 11%.	We are struggling to identify and address attendance barriers.

★ = Priority

Student Learning

Summary

Student Achievement



Overall, the average achievement of our students has been flat. We are witnessing a significant increase in student performance from the 3rd-grade STAAR scores to their 4th-grade STAAR scores, particularly in the area of Math. Our Academic Growth score increased from 63 in 2023 to 87 in 2026. Looking specifically at Mathematics our growth score was an A (92) in the area of Reading we saw a decrease and our growth score was a C (76).

Closing the Gaps

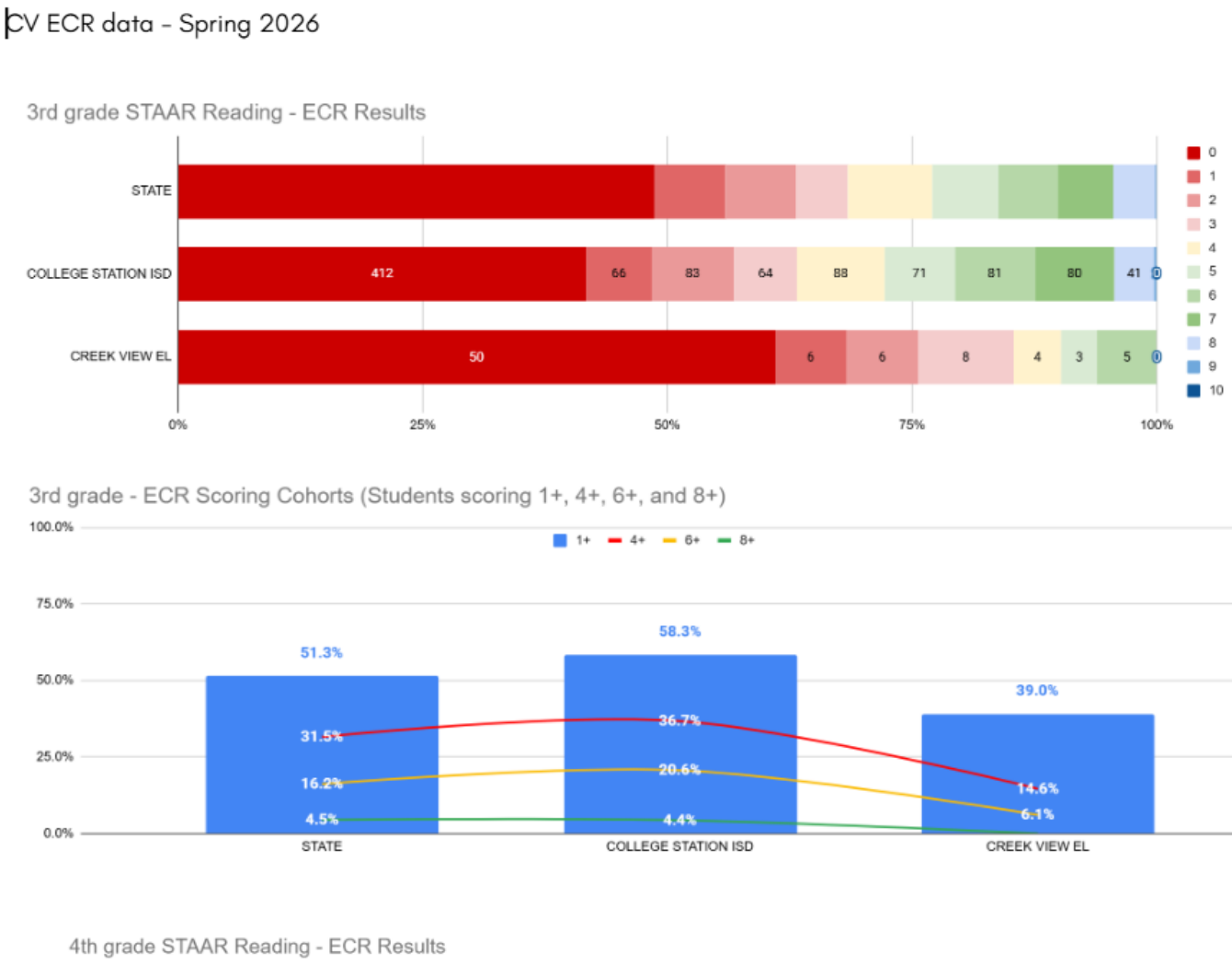
Closing the Gaps Details

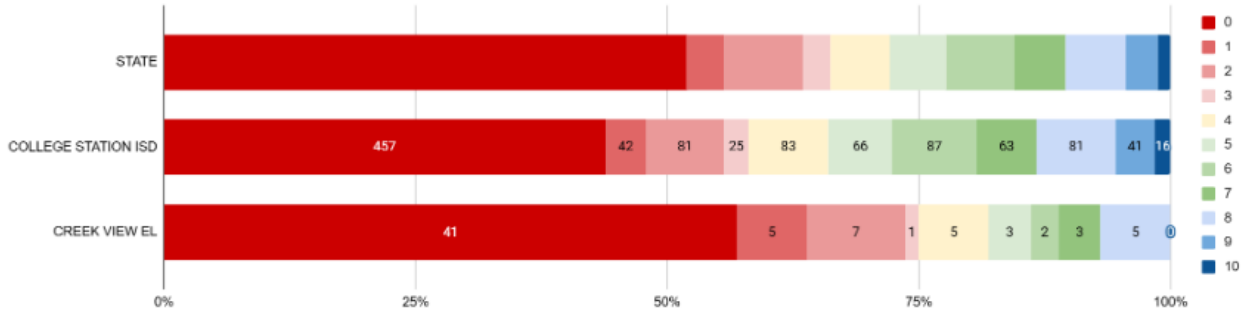
Student Group	Academic Achievement				Growth Rate				Student Success		English Language Proficiency	
	Reading/Language Arts		Mathematics		Reading/Language Arts		Mathematics					
All Students	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3		
Lowest Racial/Ethnic Group 1	No Growth	0	On Track to Interim Target	2	No Growth	0	Met Interim Target	3	No Growth	0		
Lowest Racial/Ethnic Group 2	No Growth	0	No Growth	0	Met Interim Target	3	Met Interim Target	3	No Growth	0		
High Focus Group	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3	Met Long Term Target	4
Total Points	14 out of 32 (44%)				21 out of 32 (66%)				6 out of 16 (38%)		4 out of 4 (100%)	

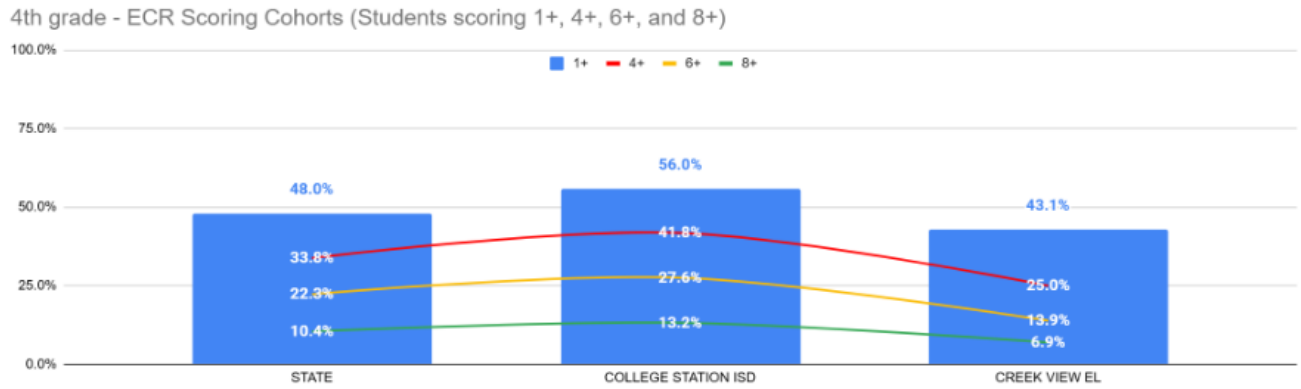
DIG INTO THE DATA

This past year 7 out of our 8 student groups achieved the interim target for growth. We saw a decrease in our two lowest racial groups (Hispanic/African American) achievement in reading. This decrease in reading achievement also lowered our student success scores. Our high focus group met interim targets for all areas.

3rd and 4th Grade ECR Data







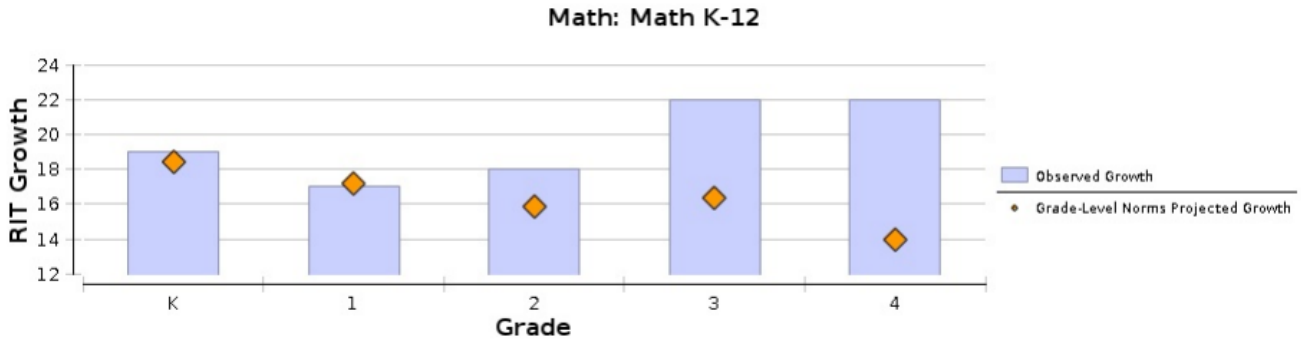
3rd Grade writing scores increased from the year before with 9% more students at least one point on the ECR. While 4th grade scores decreased from the previous years 4th grade scores, When looking at the cohort data there was a 13% increase in students scoring at least one point on the ECR and a 13% increase in students scoring a 4 or more.

Map Growth

Creek View Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	58	138.9	11.3	35	157.8	12.0	42	19	1.1	18.4	0.12	55	58	34	59	54
1	56	163.5	13.9	79	180.9	15.2	77	17	1.1	17.2	0.07	53	56	29	52	48
2	83	172.6	13.0	49	190.9	11.8	62	18	0.8	15.9	0.69	75	83	53	64	59
3	79	186.0	15.9	64	207.8	16.0	83	22	1.1	16.4	1.27	90	79	61	77	72
4	70	199.8	17.9	72	221.4	17.9	89	22	1.0	13.9	1.14	87	70	60	86	81



All grade levels had above-average conditional growth percentiles. All but one grade level had higher than 50% of students meeting their growth projections. The average achievement percentile in 3rd and 4th grade was above 80%.

Ethnic Subgroup Performance

- **Black or African American Students:** Showed notable acceleration in the upper grades. While

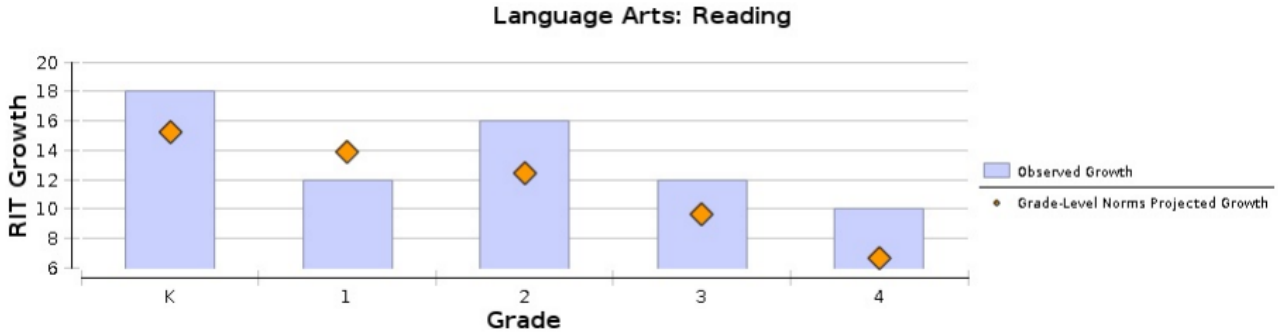
Kindergarteners recorded a **51st SCGP** and 3rd graders hit a **59th SCGP**, 4th graders recorded an elite **93rd SCGP** (with an observed growth of 24 RIT points compared to 13.8 projected).

- **Hispanic Students:** Followed a similar trajectory. Kindergarteners recorded a **23rd SCGP** and 2nd graders landed at the **50th SCGP**, but progress skyrocketed in the upper grades with 3rd grade at a **73rd SCGP** and 4th grade at a **91st SCGP** (with **87%** of students meeting projections).
- **White Students:** Consistently demonstrated very high growth and achievement, highlighted by 2nd grade at an **84th SCGP**, 4th grade at an **88th SCGP** (with **93%** of students meeting targets), and 3rd grade reaching an outstanding **97th SCGP**.

Creek View Elementary

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	58	136.5	9.8	39	154.5	13.6	61	18	1.2	15.3	0.67	75	58	39	67	63
1	55	160.2	15.2	82	172.2	16.3	70	12	1.3	13.8	-0.55	29	55	30	55	49
2	84	169.5	14.5	49	185.8	14.9	67	16	1.1	12.5	0.98	84	84	55	65	67
3	79	186.4	15.4	62	198.1	17.2	69	12	1.0	9.6	0.53	70	79	44	56	59
4	70	194.6	17.9	48	204.6	16.2	63	10	1.3	6.7	0.86	80	70	44	63	64



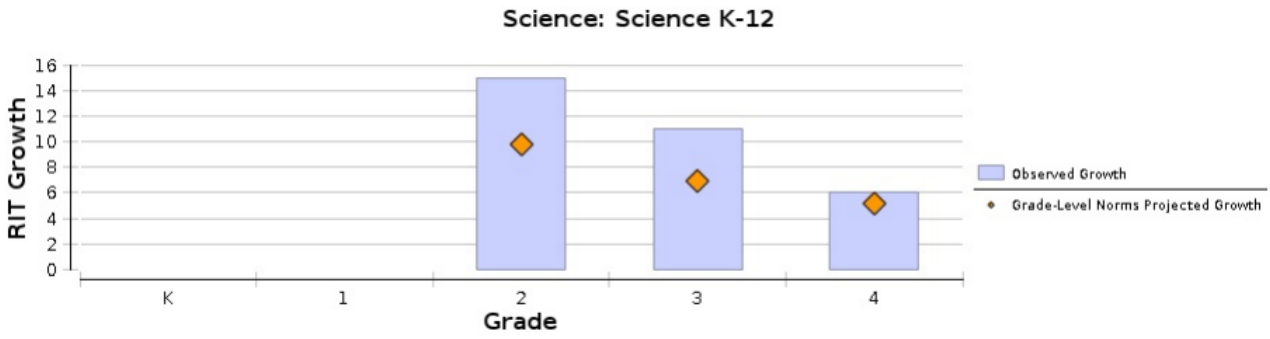
In the area of reading all but one grade level had above average conditional growth percentile. 1st grade reading growth is an area where our campus can improve.

- **Black or African American Students:** Registered solid growth in Kindergarten (**68th SCGP**) and 4th grade (**74th SCGP** with **73%** meeting projections), but experienced slower progress in 3rd grade (**42nd SCGP**).
- **Hispanic Students:** Demonstrated exceptional reading growth in the upper grades. While Kindergarteners recorded a **20th SCGP**, 2nd grade reached a **76th SCGP**, 3rd grade hit an **80th SCGP**, and 4th grade reached an outstanding **95th SCGP** (with an observed growth of 14 RIT points compared to a 7.2 projection).
- **White Students:** Maintained high growth across all reported grades, highlighted by 2nd grade at a **93rd SCGP**, 3rd grade at a **76th SCGP**, and 4th grade at a **69th SCGP**

Creek View Elementary

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	85	177.0	12.5	55	192.4	10.5	84	15	1.0	9.8	2.00	98	85	65	76	72
3	78	191.5	12.5	78	202.1	13.1	90	11	0.9	6.9	1.42	92	78	56	72	76
4	70	198.9	13.3	78	205.2	14.7	77	6	0.8	5.1	0.26	60	70	39	56	57



Science is an area of strength all grade had above average growth. 2nd and 3rd grade classes had a growth index above 98%.

- **Black or African American Students:** Registered strong progress in 2nd grade, reaching a **79th SCGP**. However, 4th-grade growth was a challenge, landing in the **32nd SCGP** with only **27%** of students meeting their growth targets.
- **Hispanic Students:** Demonstrated exceptional science growth across the board. 2nd-grade Hispanic students reached a remarkable **99th SCGP** (with **88%** meeting projections), while 4th graders recorded a strong **67th SCGP**.
- **White Students:** 4th-grade White students recorded a solid **69th SCGP**, with **62%** meeting individual growth projections.

Strengths

1. **Celebrate Elite Math Progress:** The instruction in 3rd and 4th-grade math is driving nation-leading growth (90th and 87th percentiles).
2. **Replicate 2nd Grade Success:** 2nd grade is an absolute powerhouse of growth, ranking in the 84th percentile for Reading and the 98th percentile for Science.
3. **Math Growth on STAAR in all ethnic groups was a noted strength**. Our high focus groups met

interim targets for achievement and growth in the areas of reading and math.

4. **Math Achievement on STAAR increased in 3rd grade.**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
2	Reading growth scores on STAAR were below our Math Growth scores for all students	Identifying struggling students and providing appropriate interventions could be improved. Additionally, our students struggle with the writing portion of the test.
3	African American students had a growth score of 43%. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
4 ★	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
5 ★	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6 ★	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.

7 ★	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
8 ★	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

★ = Priority

School Processes & Programs

Summary

Support for teachers struggling with classroom management and supporting students struggling with behaviors is an area where we can better support our students.

This year we have 2 first year teachers and several teachers that are new to our campus. We need to ensure that they are welcomed and find a sense of belonging.

Approximately a third of our students are new to Creek View this year due to rezoning. We need to make sure that we those students are welcomed.

Staff mentioned that they are feeling more comfortable with the teaching assessing learning cycle, but expressed a need for additional time in the day to collaborate and analyze student data.

Strengths

We have an experienced staff to support our new teachers.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

★ = Priority

Perceptions

Summary

The parent family engagement survey results have highlighted that while our communication efforts are robust, logistical and cultural barriers hinder broader participation from our school community. It is encouraging to note that a significant majority of parents, 64%, receive weekly updates and express high satisfaction with the clarity of our communications, rating them a perfect 5 out of 5. This feedback underscores the effectiveness of our current communication strategies. Additionally, our front office staff has been commended for their helpfulness and cheerful demeanor, which plays a crucial role in fostering a welcoming environment for all.

However, we recognize that there are barriers to parental involvement, primarily due to work schedules and childcare responsibilities. Parents have suggested that organizing events during evenings or weekends and offering no-cost food could enhance their ability to participate. We are committed to exploring these suggestions to make our events more accessible and inclusive for all families.

In terms of instructional and cultural concerns, parents have expressed challenges in supporting their children with homework due to unfamiliarity with the teaching methods employed in classrooms. This indicates a need for us to provide more resources or workshops to bridge this gap. Furthermore, some parents have requested more intentional efforts to welcome new families, such as organizing newcomer meet-and-greet events, to foster a sense of belonging and community.

Looking ahead, there is a strong interest among parents in participating in future events such as STEM Night, Books & BBQ, and webinars focused on "Understanding Assessments." These interests provide us with valuable insights into the types of events that resonate with our community and will guide our planning to ensure we meet the needs and interests of our families.

The Creek View Elementary Student Success Survey from Spring 2026 reflects a school environment characterized by high overall favorability (86%) and deeply positive relationships between students and staff. Drawing from the responses of 183 students across the 2nd, 3rd, and 4th grades, the report details a culture of support while identifying specific gaps in academic recovery and peer dynamics.

Instructional Excellence and Teacher Support:

The strongest pillar of the school is the perceived effectiveness of its teachers. A remarkable 92% of students feel that their teachers help them learn and reach their goals, with 61% of respondents "strongly agreeing" with this sentiment. Students frequently cited their teachers' ability to explain difficult concepts clearly, specifically in math and reading, as a primary reason for their academic growth. Qualitative comments highlight deep personal affection for educators, with students specifically naming Mrs. Sigler, Mrs. Kvistad, and Mrs. Ralls as "amazing" and "supportive". This high level of instructional trust is further evidenced by the 89% favorability regarding teachers being available when students need help with their work.

The "Second Chance" Opportunity Gap:

Despite the high marks for general teacher support, the survey identified a notable area for growth regarding academic recovery. The statement "If I don’t do as well as I want, I get a chance to do better next time" received the lowest favorability score in the report at 72%. Approximately 19% of students felt neutral, and 8% disagreed or strongly disagreed that they received a second chance. This suggests that while initial instruction is strong, the systems for re-teaching or providing formative retakes may be inconsistent across classrooms.

School Culture, Inclusion, and Relationships:

Creek View is largely viewed as a safe and caring community. 91% of students feel that adults at the school care about them and provide necessary support. Furthermore, 86% of students believe the school successfully makes everyone feel included and welcome. Students often described the school as a "big happy family" where kindness and humor make the learning experience more enjoyable and less stressful.

However, there is a slight disconnect in peer-to-peer dynamics. While adult support is at 91%, only 77% of students feel that their peers care about and help each other. Additionally, while 85% believe everyone has an equal chance to do well, a small percentage (6%) expressed disagreement, indicating that minor pockets of exclusion or inequality may still exist within the student body.

Future Readiness and Real-World Application:

Students generally recognize the value of their education, with 90% agreeing that what they learn in school has real-life applications. They highlighted practical skills such as reading, counting money, and learning good manners as essential for their futures. While they see the value of school overall, only 79% felt they were learning about specific jobs and future careers, suggesting a need for more explicit career exploration activities.

Qualitative feedback on technology is mixed. Many students enjoy using apps like ST Math, Edmentum, and Pebble Go for research and independent practice. Conversely, some students expressed concerns about an over-reliance on screens, with one student explicitly stating they wanted "less technology because it is bad for you".

Strengths

At our school, we take immense pride in the fact that 91% of our students feel that adults genuinely care about them. This statistic reflects our commitment to fostering a nurturing and supportive environment where every student feels valued and understood. Our dedicated staff works tirelessly to build strong, trusting relationships with students, ensuring that they feel safe and supported throughout their educational journey.

Furthermore, 91% of our students believe that our school actively helps them learn and encourages them to try new things. This is a testament to our innovative curriculum and diverse range of extracurricular activities designed to engage students and inspire a love for learning. We strive to create an environment where curiosity is encouraged, and students are motivated to explore new ideas and develop their skills.

Additionally, 92% of our students feel that their teachers are instrumental in helping them learn and achieve their goals. Our educators are committed to providing personalized instruction and guidance, tailoring their teaching methods to meet the unique needs of each student. This dedication ensures that students not only grasp the material but also feel empowered to pursue their aspirations with confidence.

Students have also reported a strong sense of assurance in knowing that their teachers are always willing to help them. This reflects the open-door policy and approachable nature of our teaching staff, who are always ready to offer support and guidance. Our teachers are not just educators but mentors who are deeply invested in the success and well-being of their students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	72% of students felt like they got a second chance to do better next time.	Opportunities for second chances aren't clearly communicated
2	79% of students felt like they learned about what they can do when they grow up.	While events like career day helped, there are still additional opportunities for students to learn more about pathways after completing school.
3	85% of students felt like they have a chance to do well no matter who they are.	Staff can improve on providing encouragement to all students.
4 ★	Parents expressed an interest in learning about the methods teachers are using to instruct their students and how they can better suppor them at home.	We could provide more opportunities for parents to engage with staff about the learning that is happening at school and how parents can support that at home.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	There was an increase in the number of behavior referrals and the number of referrals resulting in ISS or OSS. 160 total referrals with 21 referals resulted in ISS and 22 resulted in OSS.	The services and staffing we were providing our struggling students were ineffective at serving the needs of the students.
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
3	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
4	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
5	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

7 ★	Parents expressed an interest in learning about the methods teachers are using to instruct their students and how they can better suppor them at home.	We could provide more opportunities for parents to engage with staff about the learning that is happening at school and how parents can support that at home.
8 ★	Our attendance remained at 95.6% and we had a chronic absentee rate of 11%.	We are struggling to identify and address attendance barriers.
9 ★	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1

By May of 2027, 80% of students will respond favorably to the question, "I feel like I have an opportunity to do better next time," on the end-of-year survey.

Performance Objective 2

By May of 2027 reduce the number of behavior referrals by 60 referrals, bringing the total referrals to less than 100.

Strategy 1

Establish a system for regular monitoring and review of behavior data to identify trends and adjust interventions as needed.

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There was an increase in the number of behavior referrals and the number of referrals resulting in ISS or OSS. 160 total referrals with 21 referals resulted in ISS and 22 resulted in OSS.	The services and staffing we were providing our struggling students were ineffective at serving the needs of the students.

Performance Objective 3

By May 2027, decrease the number of referrals resulting in ISS and OSS by 50% (20 referrals)

Evaluation Data Source: Referral Data

Strategy 1

Establish a system for regular monitoring and review of behavior data to identify trends and adjust interventions as needed.

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Strategy 2

Provide students with alternative supports other than ISS and OSS.

Strategy's Expected Result/Impact: Less suspension and more students recieving the supports that they need.

Staff Responsible for Monitoring: Behavior team

Problem Statements: Demographics 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There was an increase in the number of behavior referrals and the number of referrals resulting in ISS or OSS. 160 total referrals with 21 referals resulted in ISS and 22 resulted in OSS.	The services and staffing we were providing our struggling students were ineffective at serving the needs of the students.

Performance Objective 4

By May of 2027, All K-4 grade level teams will have all elements fo PLC Pathway 2 at the Routinely Implementing Stage.

Evaluation Data Source: Team Reflection Sheets

Strategy 1

Provide teams with necessary training, structures and support to implement the elements of PLC Pathway 2 (Identifying Essential Standards, Designing Unit Assessment Plan, Creating Common Assessments, Instruction, Analyzing and responding to common assessment data)

Strategy's Expected Result/Impact: Increased student learning

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2, 4, 6, 7, 8, 9 - Student Learning 1, 4, 5, 6, 7, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 2

Guiding Coalition will meet to discuss campus implementation of PLC Pathway 2 progress and support teams who are struggling to implement routinely.

Problem Statements: Demographics 2, 4, 6, 7, 8 - Student Learning 1, 4, 5, 6, 7, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

Provide professional development for teachers on effective writing instruction strategies, focusing on areas where students show gaps, collaboration, assessment, and intervention.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 4

Utilize a campus-wide essential standards tracker to identify students who have not yet mastered essential standards.

Problem Statements: Demographics 2, 4, 6, 7, 8 - Student Learning 1, 4, 5, 6, 7

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
4	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
7	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
8	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
9	Our attendance remained at 95.6% and we had a chronic absentee rate of 11%.	We are struggling to identify and address attendance barriers.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
4	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
5	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
7	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Goal 2 CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 1 ☑ High Priority

On the ELAR STAAR, increase the percentage of 3rd and 4th-grade students achieving the Meets and Above performance level from 49% to 55% by May 2027.

Evaluation Data Source: ELA STAAR

Strategy 1

Provide professional development for teachers on effective writing instruction strategies, focusing on areas where students show gaps, collaboration, assessment, and intervention.

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: Cover Travel Costs for teachers to attend professional development 211 Title I, Part A, 6411, $8,253

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Provide teachers with additional time to meet as a CTM that is not part of their conference period to engage in the Teaching Assessing Learning Cycle.

Strategy's Expected Result/Impact: Improved Collaboration and Student Achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

Hire and train instructional assistants to provide support for students who need additional time and support.

Strategy's Expected Result/Impact: Better support for struggling learners.

Staff Responsible for Monitoring: MTSS Team

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: Instructional Assistants 211 Title I, Part A, 6125, $96,324

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	February	April	June

Strategy 4

Provide teachers with additional materials and supplies to effectively implement Tier 1, Tier 2, and Tier 3 instruction.

Strategy's Expected Result/Impact: Increased student performance on STAAR

Staff Responsible for Monitoring: Administration and Principals Secretary

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: Purchase General Materials and Supplies to support Campus Title I instructional Initiatives 211 Title I, Part A, 6399, $9,500, Purchase Reading Materials to support campus Title I instructional initiatives 211 Title I, Part A, 6329, $2,000

Formative Reviews

November	February	April	June

Strategy 5

Hire and train tutors to work with students who are struggling to meet grade-level standards.

Staff Responsible for Monitoring: Administration and Instructional Leadership Team

Problem Statements: Demographics 2, 4, 6, 7, 8 - Student Learning 1, 4, 5, 6, 7

Funding Sources: Academic Tutor 199 State Compensatory Ed (SCE), 6128, $4,980

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
4	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
7	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
8	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
4	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
5	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
7	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 2 ☑ High Priority

On the ELAR STAAR, increase the percentage of Hispanic students scoring at the Meets performance level from 33% to 40% by May 2027.

Strategy 1

Provide professional development for teachers on effective writing instruction strategies, focusing on areas where students show gaps, collaboration, assessment, and intervention.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Provide teachers with additional time to meet as a CTM that is not part of their conference period to engage in the Teaching Assessing Learning Cycle.

Strategy's Expected Result/Impact: Improved Collaboration and Student Achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

Hire and train instructional assistants to provide support for students who need additional time and support.

Strategy's Expected Result/Impact: Better support for struggling learners.

Staff Responsible for Monitoring: MTSS Team

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 4

Provide teachers with additional materials and supplies to effectively implement Tier 1, Tier 2, and Tier 3 instruction.

Strategy's Expected Result/Impact: Increased student performance on STAAR

Staff Responsible for Monitoring: Administration and Principals Secretary

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 3

On the ELAR STAAR, increase the percentage of African American students scoring at the Meets performance level from 18% to 35% by May 2027.

Strategy 1

Provide professional development for teachers on effective writing instruction strategies, focusing on areas where students show gaps, collaboration, assessment, and intervention.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Provide teachers with additional time to meet as a CTM that is not part of their conference period to engage in the Teaching Assessing Learning Cycle.

Strategy's Expected Result/Impact: Improved Collaboration and Student Achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

Hire and train instructional assistants to provide support for students who need additional time and support.

Strategy's Expected Result/Impact: Better support for struggling learners.

Staff Responsible for Monitoring: MTSS Team

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 4

Provide teachers with additional materials and supplies to effectively implement Tier 1, Tier 2, and Tier 3 instruction.

Strategy's Expected Result/Impact: Increased student performance on STAAR

Staff Responsible for Monitoring: Administration and Principals Secretary

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.

8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 4

On the Math STAAR, increase percentage of 3rd and 4th-grade students achieving the Meets and Above performance level from 54% to 60% by May 2027.

Strategy 1

Provide professional development for teachers on effective writing instruction strategies, focusing on areas where students show gaps, collaboration, assessment, and intervention.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Provide teachers with additional time to meet as a CTM that is not part of their conference period to engage in the Teaching Assessing Learning Cycle.

Strategy's Expected Result/Impact: Improved Collaboration and Student Achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

Hire and train instructional assistants to provide support for students who need additional time and support.

Strategy's Expected Result/Impact: Better support for struggling learners.

Staff Responsible for Monitoring: MTSS Team

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 4

Provide teachers with additional materials and supplies to effectively implement Tier 1, Tier 2, and Tier 3 instruction.

Strategy's Expected Result/Impact: Increased student performance on STAAR

Staff Responsible for Monitoring: Administration and Principals Secretary

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 5

On the Math STAAR, increase the percentage of Hispanic students scoring at the Meets performance level from 30% to 45% by May 2027.

Strategy 1

Provide professional development for teachers on effective writing instruction strategies, focusing on areas where students show gaps, collaboration, assessment, and intervention.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Provide teachers with additional time to meet as a CTM that is not part of their conference period to engage in the Teaching Assessing Learning Cycle.

Strategy's Expected Result/Impact: Improved Collaboration and Student Achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

Hire and train instructional assistants to provide support for students who need additional time and support.

Strategy's Expected Result/Impact: Better support for struggling learners.

Staff Responsible for Monitoring: MTSS Team

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 4

Provide teachers with additional materials and supplies to effectively implement Tier 1, Tier 2, and Tier 3 instruction.

Strategy's Expected Result/Impact: Increased student performance on STAAR

Staff Responsible for Monitoring: Administration and Principals Secretary

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 6

On the Math STAAR, increase the percentage of African American students scoring at the Meets performance level from 29% to 35% by May 2027.

Strategy 1

Provide professional development for teachers on effective writing instruction strategies, focusing on areas where students show gaps, collaboration, assessment, and intervention.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Provide teachers with additional time to meet as a CTM that is not part of their conference period to engage in the Teaching Assessing Learning Cycle.

Strategy's Expected Result/Impact: Improved Collaboration and Student Achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

Hire and train instructional assistants to provide support for students who need additional time and support.

Strategy's Expected Result/Impact: Better support for struggling learners.

Staff Responsible for Monitoring: MTSS Team

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 4

Provide teachers with additional materials and supplies to effectively implement Tier 1, Tier 2, and Tier 3 instruction.

Strategy's Expected Result/Impact: Increased student performance on STAAR

Staff Responsible for Monitoring: Administration and Principals Secretary

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 7

On the 2027 ELAR STAAR 55% of students in 3rd and 4th grade will earn at least 1 point on the ECR section of the test.

Strategy 1

Provide professional development for teachers on effective writing instruction strategies, focusing on areas where students show gaps, collaboration, assessment, and intervention.

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 2

Provide teachers with additional time to meet as a CTM that is not part of their conference period to engage in the Teaching Assessing Learning Cycle.

Strategy's Expected Result/Impact: Improved Collaboration and Student Achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Demographics 2 - Student Learning 1, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 3

Hire and train instructional assistants to provide support for students who need additional time and support.

Strategy's Expected Result/Impact: Better support for struggling learners.

Staff Responsible for Monitoring: MTSS Team

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Strategy 4

Provide teachers with additional materials and supplies to effectively implement Tier 1, Tier 2, and Tier 3 instruction.

Strategy's Expected Result/Impact: Increased student performance on STAAR

Staff Responsible for Monitoring: Administration and Principals Secretary

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	February	April	June

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Goal 3

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

Performance Objective 1 ☑ High Priority

By May of 2027, 80% of Creek View Elementary parents will respond favorably to the question, I have an opportunity to engage with teachers regarding learning that students are engaged in at school.

Evaluation Data Source: Parent Survey Data

Strategy 1

By May of 2027, Creek View Elementary will host two Parent Family Engagement Nights (one per semester) where parents are given the opportunity to engage with teachers regarding the learning that students are engaged in at school. Materials for parents will be purchased to support family engagement in these events.

Strategy's Expected Result/Impact: Increased Parent Engagement

Staff Responsible for Monitoring: Parent Family Engagement Committee

Problem Statements: Perceptions 4

Funding Sources: Purchase Reading Materials to use with/provide to families during PFE activities/ events 211 Title I, Part A, PI 6329, $7,076, Cover Miscellaneous Operating Costs incurred during PFE 211 Title I, Part A, PI 6499, $600

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Parents expressed an interest in learning about the methods teachers are using to instruct their students and how they can better suppor them at home.	We could provide more opportunities for parents to engage with staff about the learning that is happening at school and how parents can support that at home.

Performance Objective 2 ☑ High Priority

By May of 2027, Creek View Elementary will have a 96% attendance rate.

Evaluation Data Source: Refined ADA Reports

Strategy 1

Conduct monthly meetings with families of students who have attendance below 90% to identify specific barriers and collaboratively develop action plans to improve attendance.

Strategy's Expected Result/Impact: Improved Attendance

Staff Responsible for Monitoring: Attendance Review Team

Problem Statements: Demographics 9

Formative Reviews

November	February	April	June

Strategy 2

Establish a recognition program that celebrates students with improved attendance and those who maintain a 96% or higher attendance rate each month.

Strategy's Expected Result/Impact: Improved Attendance

Staff Responsible for Monitoring: Attendance Review Team

Problem Statements: Demographics 9

Formative Reviews

November	February	April	June

Strategy 3

Grade Level teams will create goals and strategies to improve attendance.

Strategy's Expected Result/Impact: Improved Attendance

Staff Responsible for Monitoring: Attendance Review Team

Problem Statements: Demographics 9

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
9	Our attendance remained at 95.6% and we had a chronic absentee rate of 11%.	We are struggling to identify and address attendance barriers.

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 of 2027, All grade levels will have been provided professional development on effective instructional technology and will implement it in their classrooms. Additional materials and software subscriptions (Scholastic Storyworks, Lowman Resources, Myshort Answers, etc.) will be purchased to support teachers.

Evaluation Data Source: Walkthroughs and PD agendas

Strategy 1

Individual PD sessions on how to effectively integrate technology

Staff Responsible for Monitoring: Campus DLA

Problem Statements: Demographics 2, 4, 6, 7, 8 - Student Learning 1, 4, 5, 6, 7, 8 - School Processes & Programs 1

Formative Reviews

November	February	April	June

Strategy 2

Purchase digital learning resources and hardware for teacher to utilize: (Storyworks, Lowman Resources, Document Cameras, Headphones, etc.)

Problem Statements: Demographics 2, 4, 6, 7, 8 - Student Learning 1, 4, 5, 6, 7, 8 - School Processes & Programs 1

Funding Sources: Purchase software subscriptions and technology 211 Title I, Part A, 6269, $7,500

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
4	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
7	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
8	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While our 3rd-grade ELA scores increased last year, the percentage of students at the meets and masters level on 3rd and 4th Grade STAAR remains below the state average.	Identifying struggling students and providing appropriate interventions could be improved. Additionally our students struggle with the writing portion of the test.
4	In the area of reading 18% of African American students scored at the meets or above level. This is 16% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.

5	In the area of reading 33% of Hispanic students scored at the meets or above level. This is 6% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
6	In the area of Math, 29% of African American students scored at the meets or above level. This is 4% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
7	In the area of Math, 30% of Hispanic students scored at the meets or above level. This is 14% below the state-set target level.	Identifying struggling students and providing appropriate interventions targeting the skills that they have not yet mastered could be improved.
8	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for additional time to collaborate and follow the steps of the teaching learning assessing cycle.	Teachers didn't have enough time dedicated in master schedule to collaborate as much as they would have liked.

State Compensatory Education

State Compensatory

Budget for Creek View Elementary School

Total SCE Funds: $4,980.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Academic Tutor	6128	$4,980.00
				Sub-Total	$4,980.00
				Budgeted Fund Source Amount	$4,980.00
				+/- Difference	$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Cover Travel Costs for teachers to attend professional development	6411	$8,253.00
2	1	3	Instructional Assistants	6125	$96,324.00
2	1	4	Purchase General Materials and Supplies to support Campus Title I instructional Initiatives	6399	$9,500.00
2	1	4	Purchase Reading Materials to support campus Title I instructional initiatives	6329	$2,000.00
3	1	1	Purchase Reading Materials to use with/provide to families during PFE activities/events	PI 6329	$7,076.00
3	1	1	Cover Miscellaneous Operating Costs incurred during PFE	PI 6499	$600.00
4	1	2	Purchase software subscriptions and technology	6269	$7,500.00
				Sub-Total	$131,253.00
				Budgeted Fund Source Amount	$131,253.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	11/7/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	11/7/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	11/7/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Services, Campus Administration	11/7/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	11/7/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource				

Officers & Security Personnel	Superintendent, School Board	