College Station ISD

Spring Creek Elementary

Accountability Rating: A

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

2026-2027 Campus Improvement Plan

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Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Student achievement data demonstrate strong overall performance, with Spring Creek earning an A accountability rating and an overall scaled score of 93. Continued areas of focus include increasing the percentage of students achieving Meets or Above in RLA, increasing the percentage achieving Approaches or Above in Math, and providing targeted enrichment to move students toward higher levels of mastery. Campus priorities include strengthening data-driven PLC practices, targeted intervention and enrichment, vertical alignment of writing expectations, and consistent opportunities for students to engage in written expression across content areas.

School processes and programs provide a strong foundation through collaborative PLCs, MTSS, FLIGHT intervention and enrichment, schoolwide SOAR expectations, and ongoing progress monitoring. Opportunities remain to strengthen consistency in data analysis, instructional response, vertical alignment, and behavioral supports.

Stakeholder feedback reflects a highly positive school culture. Parent survey results indicate that 103 of 105 respondents reported their child feels safe and welcomed, and 99 of 105 reported that staff are friendly, helpful, and supportive. Areas for continued growth include consistent and timely family communication, academic differentiation, and providing families with clear information regarding student progress, campus events, and schedules.

Overall, the needs assessment indicates that Spring Creek has strong systems, positive stakeholder perceptions, and high levels of student achievement. The campus will focus on accelerating academic growth, strengthening RLA and Math performance, improving writing instruction, ensuring consistent implementation of instructional and behavioral supports, and strengthening communication and family engagement to ensure continued success for every Cardinal.

Demographics

Summary

Demographics

Spring Creek Elementary serves 670 students in Pre-Kindergarten through fourth grade. The student population is 51.49% male and 48.51% female. In terms of race and ethnicity, 59.55% of students identify as White, 15.37% Asian, 12.84% Hispanic-Latino, 6.87% Black/African American, and 5.37% identify as Two or More Races.

Spring Creek serves a diverse population of learners with varying academic and instructional needs. 20.75% of students receive Special Education services, 10.75% are identified as Emergent Bilingual, and 10.60% receive ESL services. Additionally, 10.90% of students are identified as Gifted and Talented, 2.39% receive Section 504 services, and 1.94% are identified with dyslexia.

The diversity of Spring Creek's student population highlights the need for high-quality, differentiated instruction, intentional intervention, enrichment, and language supports across all grade levels. Campus instructional practices will focus on using assessment data to identify individual student needs, providing targeted support and enrichment, and maintaining high expectations for all learners. PLCs and MTSS structures will be used to monitor student progress and ensure that instructional decisions are responsive to the needs of the campus population.

School Population	Count	Percent
Student Total	670	100.00%
EE	13	1.94%
PK	21	3.13%
KG	102	15.22%
01	127	18.96%
02	120	17.91%
03	140	20.90%
04	147	21.94%
Gender		
Female	325	48.51%
Male	345	51.49%
Ethnicity		
Hispanic-Latino	86	12.84%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	103	15.37%
Black - African American	46	6.87%
Native Hawaiian - Pacific Islander	0	0.00%
White	399	59.55%
Two-or-More	36	5.37%

Staff Retention and Experience

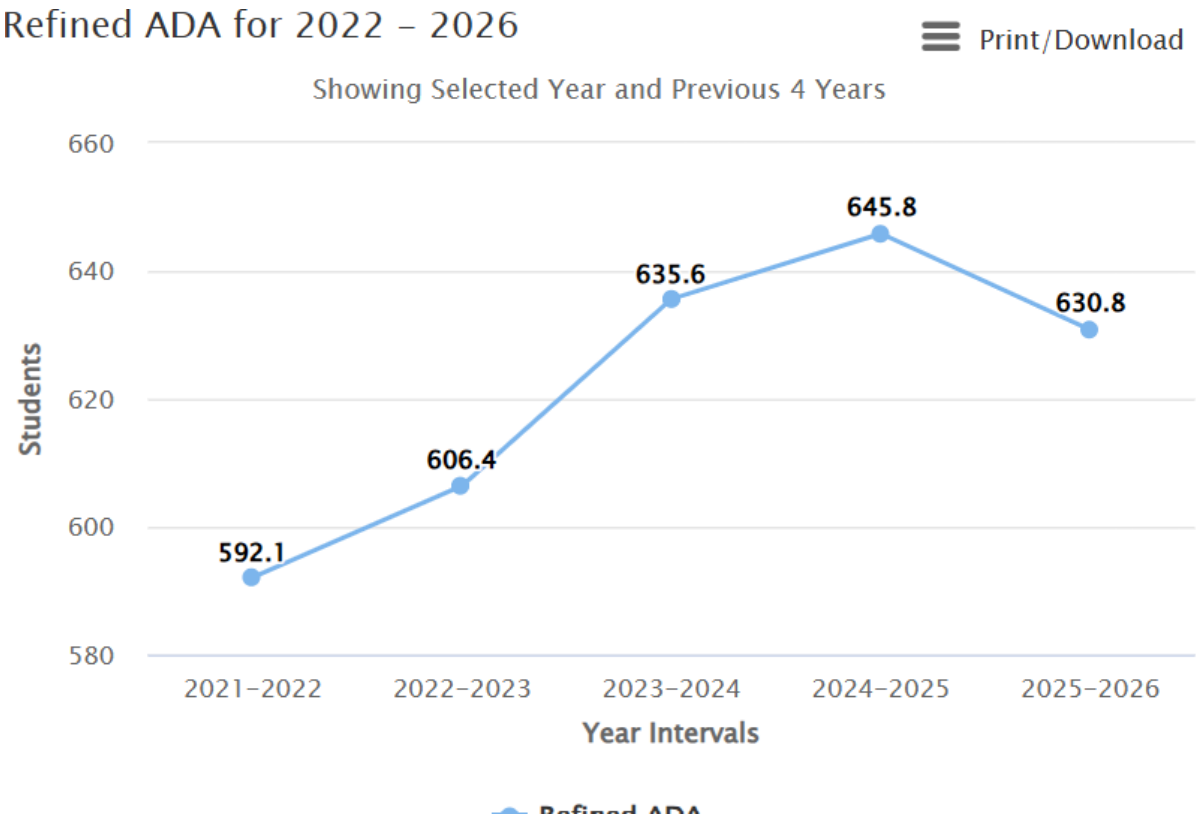
Spring Creek Elementary benefits from a strong and experienced teaching staff. Seventy-nine percent of staff members returned to Spring Creek Elementary for the 2026–2027 school year, providing continuity and stability for students and families. The campus has 45 teachers serving students in Pre-Kindergarten through fourth grade, with an average of eight years of experience among teaching staff. This combination of staff retention and experience provides a strong foundation for collaborative planning, consistent instructional practices, and continued professional growth.

The stability and experience of the Spring Creek staff will support the campus in implementing instructional priorities, strengthening PLC and MTSS processes, and responding effectively to the diverse academic, language, and social-emotional needs of all learners.

Attendance

Spring Creek Elementary maintained a strong average attendance rate of 96.6% during the 2025–2026 school year. Consistent student attendance supports academic achievement, continuity of instruction, and student engagement. The campus will continue to monitor attendance data, identify trends and barriers to regular attendance, and partner with families to promote consistent daily attendance.

This fits well after the staff retention and experience section and strengthens the overall CIP profile by highlighting both staff stability and student attendance.



Student Retention

Spring Creek Elementary maintained a low student retention rate during the 2025–2026 school year. Of 636 students enrolled in the fall, 3 students were retained, resulting in an overall retention rate of 0.47%. The campus will continue to use early identification, targeted interventions, progress monitoring, and collaborative problem-solving through PLCs and MTSS to provide students with the support needed to make appropriate academic progress and successfully advance to the next grade level.

Updated CIP Data Highlights

- **670 students** in PK–4th grade
- **96.6% average attendance rate** in 2025–2026
- **0.47% student retention rate** in 2025–2026
- **79% staff retention** for 2026–2027
- **45 teachers** serving PK–4th grade
- **8 years average teaching experience**
- **20.75% Special Education**
- **10.75% Emergent Bilingual**
- **10.60% ESL**
- **10.90% Gifted & Talented**
- **2.39% Section 504**
- **1.94% dyslexia**

Strengths

Spring Creek Elementary demonstrates several significant demographic strengths that provide a strong foundation for student success. The campus serves a diverse population of 670 students in Pre-Kindergarten through fourth grade, creating a rich learning environment where students benefit from varied backgrounds, perspectives, and experiences.

A key strength is the strong level of student attendance, with an average attendance rate of 96.6% during the 2025–2026 school year. Consistent attendance supports continuity of learning, student engagement, and academic growth. The campus also maintains a very low student retention rate of 0.47%, indicating that the vast majority of students successfully progress from one grade level to the next.

Spring Creek also benefits from a stable and experienced teaching staff. Seventy-nine percent of staff members returned for the 2026–2027 school year, providing continuity and consistency for students and families. The campus has 45 teachers serving PK–4th grade, with an average of eight years of teaching experience. This level of experience supports strong instructional practices, collaborative PLCs, and effective implementation of campus initiatives.

The campus's diverse learner population is another strength. Spring Creek provides services and supports for students receiving Special Education, ESL, Emergent Bilingual, Gifted and Talented, Section 504, and dyslexia services. The presence of established systems such as PLCs and MTSS allows the campus to respond to individual student needs while maintaining high expectations for all learners.

Overall, Spring Creek Elementary's greatest demographic strengths are its diverse student population, strong attendance, low retention rate, and stable, experienced teaching staff. These strengths provide a solid foundation for continued academic achievement, student growth, and a positive school culture.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Spring Creek Elementary serves a diverse population of learners with varying academic, instructional, and learning needs. The campus must strengthen consistent implementation of differentiated, high-quality instruction to ensure all students have access to grade-level learning and opportunities for academic growth.	Teachers have varying levels of experience and expertise in differentiating instruction based on student readiness, learning needs, and assessment data. Continued development and calibration of instructional practices are needed to ensure differentiation is consistently implemented across classrooms and grade levels.
2 ★	Student performance data indicate a need to identify and address achievement gaps among student groups and individual learners. The campus must ensure that instructional decisions are consistently driven by disaggregated data and focused on accelerating student growth.	Data analysis practices and instructional responses are not yet fully consistent across grade levels. Teachers need continued support in analyzing student data, identifying specific skill gaps, and translating findings into targeted instructional interventions and progress monitoring.
3 ★	With 20.75% of students receiving Special Education services, along with students receiving Section 504 and dyslexia services, Spring Creek Elementary must continue to ensure that students receiving specialized services make appropriate academic progress and have equitable access to grade-level instruction.	The range and complexity of student learning needs require continued collaboration between general education teachers, specialized service providers, and support staff. Consistency in implementing accommodations, modifications, individualized supports, and progress monitoring needs to be strengthened.
4 ★	With 10.90% of students identified as Gifted and Talented, Spring Creek Elementary must ensure that advanced learners consistently receive appropriate enrichment, extension, and opportunities for increased cognitive complexity.	Teachers need continued support in designing rigorous learning experiences that move beyond grade-level mastery and provide appropriate challenge based on individual student readiness and strengths.
5 ★	Although Spring Creek Elementary maintained a strong 96.6% average attendance rate in 2025-2026, students with attendance concerns may experience interruptions in instruction that can impact academic progress. The campus must continue proactive monitoring and intervention to maintain high attendance.	Individual student and family barriers can contribute to inconsistent attendance. Continued use of attendance data to identify students at risk, communicate with families, and provide timely interventions is necessary to sustain strong attendance.

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Spring Creek Elementary needs to ensure that PLC and MTSS processes are implemented consistently across all grade levels to identify student needs early, provide targeted interventions, monitor progress, and adjust instruction based on evidence.

Grade-level teams have varying levels of implementation and experience with data-driven PLC and MTSS processes. Clearly defined expectations, collaborative protocols, and ongoing monitoring are needed to create greater consistency across the campus.

★ = Priority

Student Learning

Summary

Accountability

Spring Creek Elementary demonstrates strong overall student learning outcomes, earning an A rating with an overall scaled score of 93. Student Achievement earned an A with a scaled score of 92, while School Progress earned an A with a scaled score of 93, indicating strong academic growth across the campus. Academic Growth also received an A with a scaled score of 93, demonstrating that students are making meaningful progress academically.

The campus earned a B in Relative Performance with a scaled score of 84, indicating an opportunity to further strengthen student performance in comparison to schools with similar socioeconomic characteristics. Closing the Gaps earned an A with a scaled score of 92, reflecting strong progress in supporting student groups. Moving forward, Spring Creek will focus on maintaining high levels of achievement while continuing to address identified gaps through data-driven instruction, targeted intervention, enrichment, and consistent instructional practices across grade levels and content areas.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**93**	A	
Student Achievement		**92**	A	**0%**
STAAR Performance	68	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**93**	A	**70%**
Academic Growth	86	93	A	✓
Relative Performance (Eco Dis: 23.8%)		84	B	
Closing the Gaps	**78**	**92**	A	**30%**

STAAR Results

STAAR RLA results demonstrate a strong foundation while also identifying opportunities for continued growth in higher levels of achievement. In 3rd grade Reading, 88% of students scored Approaches or Above, with 67% achieving Meets or Above and 41% achieving Masters. In 4th grade Reading, 92% of students scored Approaches or Above, with 76% achieving Meets or Above and 43% achieving Masters.

Moving forward, Spring Creek will focus on increasing the percentage of students performing at the Meets or Above level, while maintaining the strong percentage of students reaching Approaches or Above. PLC teams will use assessment data to identify specific standards and student learning gaps, provide targeted reteaching and intervention, and implement enrichment opportunities for students who have demonstrated mastery. Campus-wide writing practices and consistent reading strategies across content areas will further support students in strengthening comprehension, written responses, and evidence-based thinking.

Spring Creek Elementary's 2026 STAAR Math results demonstrate strong overall performance while identifying opportunities to move more students toward higher levels of mastery. In 3rd grade Math, 84% of students scored Approaches or Above, 60% scored Meets or Above, and 41% achieved Masters. In 4th grade Math, 83% scored Approaches or Above, 70% scored Meets or Above, and 44% achieved Masters.

While a strong percentage of students are demonstrating grade-level proficiency, 16% of 3rd-grade students and 17% of 4th-grade students did not meet the Approaches standard. This identifies a need for continued emphasis on foundational skills, priority standards, and targeted intervention for students performing below grade level.

Moving forward, grade-level PLC teams will use formative, benchmark, and STAAR-aligned data to identify specific learning gaps and provide targeted small-group instruction, standards-based reteaching, intervention, and enrichment. Particular attention will be given to moving students from Did Not Meet to Approaches, while continuing to accelerate students from Approaches to Meets and from Meets to Masters.

2026 3rd Reading Results			
Did Not Meet	16	139	**11%**
Approaches or above	123	139	**88%**
Meets or above	94	139	**67%**
Masters	57	139	**41%**

2026 4th Reading Results			
Did Not Meet	12	146	**8%**
Approaches or above	134	146	**92%**
Meets or above	112	146	**76%**
Masters	64	146	**43%**

2026 3rd Math Results			
Did Not Meet	22	139	**16%**
Approaches or above	117	139	**84%**
Meets or above	84	139	**60%**
Masters	57	139	**41%**

2026 4th Math Results			
Did Not Meet	24	145	**17%**
Approaches or above	121	145	**83%**
Meets or above	101	145	**70%**
Masters	65	145	**44%**

Strengths

Spring Creek Elementary demonstrates strong student achievement and academic growth across multiple areas. The campus earned an A rating with an overall scaled score of 93, including an A in School Progress with a scaled score of 93 and an A in Closing the Gaps with a scaled score of 92. STAAR RLA results reflect particularly strong performance, with 88% of 3rd-grade students and 92% of 4th-grade students achieving Approaches or Above. Additionally, 67% of 3rd graders and 76% of 4th graders achieved Meets or Above. In STAAR Math, 84% of 3rd-grade students and 83% of 4th-grade students achieved Approaches or Above, with 60% of 3rd graders and 70% of 4th graders reaching Meets or Above. These results demonstrate a strong foundation of grade-level achievement and provide opportunities to continue accelerating student growth from Approaches to Meets and from Meets to Masters.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Although overall RLA performance is strong, 33% of 3rd-grade students did not achieve Meets or Above on the 2026 STAAR RLA assessment, indicating a need to strengthen students' ability to independently comprehend complex texts and communicate their thinking through written responses.	Students have not had consistent, vertically aligned opportunities across grade levels and content areas to engage in rigorous reading, written expression, and evidence-based responses. Campus-wide writing expectations and common instructional practices have not yet been fully established.
2 ★	On the 2026 STAAR Math assessment, 16% of 3rd-grade students and 17% of 4th-grade students did not achieve Approaches or Above, indicating that a group of students has not yet demonstrated consistent mastery of essential grade-level math standards.	The use of formative and summative assessment data to identify specific skill gaps and provide timely, targeted reteaching and intervention has not been consistently implemented across grade levels. Additional alignment of PLC data analysis, small-group instruction, and progress monitoring is needed to ensure students receive instruction based on identified learning needs.
3 ★	Behavior data indicates a need for greater consistency in the implementation and reinforcement of campuswide behavior expectations. Inconsistent student behavior across classrooms and common areas can result in increased office referrals, loss of instructional time, and disruptions to the learning environment. Spring Creek Elementary will strengthen proactive behavior supports and consistently tea	Students need more consistent and explicit instruction, modeling, reinforcement, and reteaching of SOAR behavior expectations across all campus settings. Variability in how behavior expectations and interventions are implemented can lead to inconsistent student responses and an increase in behaviors that require additional support.
4 ★	The purposeful integration of instructional technology is inconsistent across classrooms and grade levels, resulting in varied opportunities for students to use technology to enhance, create, collaborate, and demonstrate their learning.	Teachers have varying levels of knowledge, confidence, and experience with instructional technology, as well as limited opportunities for ongoing, job-embedded support and collaborative planning focused on purposeful technology integration. As a result, the intentional use of digital tools to enhance instruction and provide meaningful student learning experiences is inconsistent across classrooms

★ = Priority

School Processes & Programs

Summary

Spring Creek Elementary utilizes collaborative, data-driven systems and programs to support the academic, behavioral, and social-emotional needs of all students. Grade-level teams engage in Professional Learning Communities (PLCs) to analyze formative and summative assessment data, identify essential standards and student learning gaps, and plan targeted instruction, intervention, and enrichment. The campus implements a Multi-Tiered System of Supports (MTSS) and daily FLIGHT intervention and enrichment time to provide flexible, needs-based support in reading and mathematics. Instructional programs and practices, including structured literacy in the primary grades, are used to strengthen foundational skills and promote consistent, research-based instruction. Campus teams regularly monitor student progress and adjust supports based on student needs.

Spring Creek also maintains schoolwide systems to support positive behavior, safety, attendance, and student engagement. SOAR expectations provide a common framework for recognizing and reinforcing positive student behavior, while campus behavior support processes help identify and respond to students requiring additional intervention. Leadership teams and collaborative committees review campus data, evaluate the effectiveness of current practices, and identify areas for continuous improvement. Ongoing professional learning, vertical alignment, common instructional expectations, family communication, and collaboration among general education, special education, intervention, and support staff contribute to a coordinated approach focused on ensuring high levels of learning and growth for every Cardinal.

Strengths

Spring Creek Elementary has strong systems and structures in place to support student achievement, growth, and well-being. Collaborative PLCs provide teachers with dedicated opportunities to analyze student data, identify learning needs, and plan targeted instruction, intervention, and enrichment. The campus utilizes MTSS processes and daily FLIGHT time to provide flexible, needs-based academic support while maintaining high expectations for all students. Consistent schoolwide SOAR expectations promote positive behavior and contribute to a safe, supportive learning environment. Strong collaboration among general education, special education, intervention, and support staff allows the campus to respond to the diverse needs of students. Additionally, ongoing professional learning, vertical collaboration, family communication, and a shared commitment to continuous improvement contribute to a strong campus culture focused on ensuring high levels of learning and growth for every student.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	While collaborative PLC structures are established, the depth and consistency of data analysis, instructional response, and progress monitoring vary across grade levels and teams.	Campus-wide expectations and protocols for analyzing data, identifying learning gaps, planning targeted instruction, and monitoring the effectiveness of interventions have not been implemented with consistent fidelity across all teams.
2 ★	Although FLIGHT and MTSS structures are in place, intervention and enrichment practices are not consistently implemented to ensure all students receive targeted instruction based on current academic needs.	Processes for flexible grouping, progress monitoring, regrouping students, and determining the effectiveness of interventions are still being refined and implemented consistently across grade levels.
3 ★	Instructional practices and expectations are not fully aligned from kindergarten through fourth grade, resulting in inconsistencies in how essential skills, particularly writing, are taught and reinforced across grade levels.	Teachers have had limited structured opportunities for vertical collaboration to establish common expectations, instructional language, and a clear progression of skills from kindergarten through fourth grade.
4 ★	An increase in students requiring intensive behavioral support has created a need for more consistent systems and structures to support students with significant behavioral needs while protecting instructional time.	Campus staff need additional training, resources, and access to specialized support for implementing proactive behavior structures, individualized interventions, and consistent progress-monitoring practices.

★ = Priority

Perceptions

Summary

Spring Creek Elementary is committed to maintaining a safe, welcoming, and supportive school environment where students, staff, and families feel valued and connected. Results from the End-of-Year Parent Survey demonstrate strong parent perceptions of the campus. Of the 105 survey responses, 103 parents reported that their child feels safe and welcomed at school, and 99 indicated that school staff are friendly, helpful, and supportive. Parents also reported positive perceptions of communication and student learning, with 88 respondents indicating that school communication was timely and informative, 87 reporting that their child was appropriately challenged academically, and 91 reporting growth in their child's confidence and learning. Overall satisfaction was also high, with 96 of 105 respondents rating their child's experience at Spring Creek a 4 or 5 on a five-point scale.

Open-ended parent feedback frequently highlighted the caring and welcoming environment, strong relationships with teachers and staff, academic and personal growth, family events, field trips, and opportunities for students to feel connected to the school community. Areas identified for continued improvement included consistency and timeliness of parent communication, advance notice and clarity regarding campus events and schedules, opportunities for academic differentiation and challenge, concerns regarding student technology use, and additional opportunities for family involvement. Spring Creek will use this stakeholder feedback to build upon its strong culture of Cardinal pride while continuing to strengthen communication, family engagement, academic support, and consistent campus practices.

Strengths

Spring Creek Elementary demonstrates a strong, positive school culture characterized by a welcoming environment, supportive staff, and strong relationships among students, families, and educators. End-of-Year Parent Survey results indicate that 103 of 105 respondents reported their child feels safe and welcomed at school, while 99 of 105 described staff as friendly, helpful, and supportive. Families also expressed confidence in student growth, with 91 of 105 parents reporting growth in their child's confidence and learning. Overall satisfaction with the Spring Creek experience is high, with 96 of 105 families rating their experience a 4 or 5 out of 5. Parent feedback consistently highlights caring teachers, strong student-teacher relationships, academic growth, engaging learning experiences, and a strong sense of community as key strengths of Spring Creek Elementary.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While overall parent perceptions of Spring Creek are highly positive, survey feedback indicates a need for greater consistency, clarity, and timeliness in communication from teachers and the campus, particularly regarding student academic progress, upcoming events, schedules, and opportunities for family participation.	Campus-wide expectations for the frequency, method, and content of parent communication are not consistently defined or implemented across grade levels and staff members. Multiple communication platforms and changing schedules may also make it difficult for families to locate and manage important information.
2 ★	Parent feedback indicates that some students may not consistently receive the level of academic challenge or differentiation needed to maximize their growth. While 87 of 105 parents reported that their child was appropriately challenged, 18 respondents selected "No" or "Sometimes."	Consistent campus-wide processes for using student data to plan enrichment, differentiation, and extension opportunities for students who have already demonstrated mastery are still being strengthened.
3 ★	Opportunities for students to feel known, valued, heard, and connected are not yet consistent across all grade levels and student groups, creating a need for more intentional campus-wide practices that strengthen student belonging and engagement.	Campus practices that promote relationship-building, student recognition, student voice, and leadership opportunities vary across grade levels and classrooms. Without consistent campus-wide structures for these experiences, students may have differing opportunities to feel known, valued, heard, and connected to the Spring Creek community.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Spring Creek Elementary serves a diverse population of learners with varying academic, instructional, and learning needs. The campus must strengthen consistent implementation of differentiated, high-quality instruction to ensure all students have access to grade-level learning and opportunities for academic growth.	Teachers have varying levels of experience and expertise in differentiating instruction based on student readiness, learning needs, and assessment data. Continued development and calibration of instructional practices are needed to ensure differentiation is consistently implemented across classrooms and grade levels.
2	Student performance data indicate a need to identify and address achievement gaps among student groups and individual learners. The campus must ensure that instructional decisions are consistently driven by disaggregated data and focused on accelerating student growth.	Data analysis practices and instructional responses are not yet fully consistent across grade levels. Teachers need continued support in analyzing student data, identifying specific skill gaps, and translating findings into targeted instructional interventions and progress monitoring.
3	With 20.75% of students receiving Special Education services, along with students receiving Section 504 and dyslexia services, Spring Creek Elementary must continue to ensure that students receiving specialized services make appropriate academic progress and have equitable access to grade-level instruction.	The range and complexity of student learning needs require continued collaboration between general education teachers, specialized service providers, and support staff. Consistency in implementing accommodations, modifications, individualized supports, and progress monitoring needs to be strengthened.
4	With 10.90% of students identified as Gifted and Talented, Spring Creek Elementary must ensure that advanced learners consistently receive appropriate enrichment, extension, and opportunities for increased cognitive complexity.	Teachers need continued support in designing rigorous learning experiences that move beyond grade-level mastery and provide appropriate challenge based on individual student readiness and strengths.
5	Although Spring Creek Elementary maintained a strong 96.6% average attendance rate in 2025-2026, students with attendance concerns may experience interruptions in instruction that can impact academic progress. The campus must continue proactive monitoring and intervention to maintain high attendance.	Individual student and family barriers can contribute to inconsistent attendance. Continued use of attendance data to identify students at risk, communicate with families, and provide timely interventions is necessary to sustain strong attendance.

6

Spring Creek Elementary needs to ensure that PLC and MTSS processes are implemented consistently across all grade levels to identify student needs early, provide targeted interventions, monitor progress, and adjust instruction based on evidence.

Grade-level teams have varying levels of implementation and experience with data-driven PLC and MTSS processes. Clearly defined expectations, collaborative protocols, and ongoing monitoring are needed to create greater consistency across the campus.

7

On the 2026 STAAR Math assessment, 16% of 3rd-grade students and 17% of 4th-grade students did not achieve Approaches or Above, indicating that a group of students has not yet demonstrated consistent mastery of essential grade-level math standards.

The use of formative and summative assessment data to identify specific skill gaps and provide timely, targeted reteaching and intervention has not been consistently implemented across grade levels. Additional alignment of PLC data analysis, small-group instruction, and progress monitoring is needed to ensure students receive instruction based on identified learning needs.

8

Although overall RLA performance is strong, 33% of 3rd-grade students did not achieve Meets or Above on the 2026 STAAR RLA assessment, indicating a need to strengthen students' ability to independently comprehend complex texts and communicate their thinking through written responses.

Students have not had consistent, vertically aligned opportunities across grade levels and content areas to engage in rigorous reading, written expression, and evidence-based responses. Campus-wide writing expectations and common instructional practices have not yet been fully established.

9

An increase in students requiring intensive behavioral support has created a need for more consistent systems and structures to support students with significant behavioral needs while protecting instructional time.

Campus staff need additional training, resources, and access to specialized support for implementing proactive behavior structures, individualized interventions, and consistent progress-monitoring practices.

10

Instructional practices and expectations are not fully aligned from kindergarten through fourth grade, resulting in inconsistencies in how essential skills, particularly writing, are taught and reinforced across grade levels.

Teachers have had limited structured opportunities for vertical collaboration to establish common expectations, instructional language, and a clear progression of skills from kindergarten through fourth grade.

11

Although FLIGHT and MTSS structures are in place, intervention and enrichment practices are not consistently implemented to ensure all students receive targeted instruction based on current academic needs.

Processes for flexible grouping, progress monitoring, regrouping students, and determining the effectiveness of interventions are still being refined and implemented consistently across grade levels.

12

While collaborative PLC structures are established, the depth and consistency of data analysis, instructional response, and progress monitoring vary across grade levels and teams.

Campus-wide expectations and protocols for analyzing data, identifying learning gaps, planning targeted instruction, and monitoring the effectiveness of interventions have not been implemented with consistent fidelity across all teams.

13

Parent feedback indicates that some students may not consistently receive the level of academic challenge or differentiation needed to maximize their growth. While 87 of 105 parents reported that their child was appropriately challenged, 18 respondents selected "No" or "Sometimes."

Consistent campus-wide processes for using student data to plan enrichment, differentiation, and extension opportunities for students who have already demonstrated mastery are still being strengthened.

14

While overall parent perceptions of Spring Creek are highly positive, survey feedback indicates a need for greater consistency, clarity, and timeliness in communication from teachers and the campus, particularly regarding student academic progress, upcoming events, schedules, and opportunities for family participation.

Campus-wide expectations for the frequency, method, and content of parent communication are not consistently defined or implemented across grade levels and staff members. Multiple communication platforms and changing schedules may also make it difficult for families to locate and manage important information.

15

Behavior data indicates a need for greater consistency in the implementation and reinforcement of campuswide behavior expectations. Inconsistent student behavior across classrooms and common areas can result in increased office referrals, loss of instructional time, and disruptions to the learning environment. Spring Creek Elementary will strengthen proactive behavior supports and consistently tea

Students need more consistent and explicit instruction, modeling, reinforcement, and reteaching of SOAR behavior expectations across all campus settings. Variability in how behavior expectations and interventions are implemented can lead to inconsistent student responses and an increase in behaviors that require additional support.

16

The purposeful integration of instructional technology is inconsistent across classrooms and grade levels, resulting in varied opportunities for students to use technology to enhance, create, collaborate, and demonstrate their learning.

Teachers have varying levels of knowledge, confidence, and experience with instructional technology, as well as limited opportunities for ongoing, job-embedded support and collaborative planning focused on purposeful technology integration. As a result, the intentional use of digital tools to enhance instruction and provide meaningful student learning experiences is inconsistent across classrooms

17 ★

Opportunities for students to feel known, valued, heard, and connected are not yet consistent across all grade levels and student groups, creating a need for more intentional campus-wide practices that strengthen student belonging and engagement.

Campus practices that promote relationship-building, student recognition, student voice, and leadership opportunities vary across grade levels and classrooms. Without consistent campus-wide structures for these experiences, students may have differing opportunities to feel known, valued, heard, and connected to the Spring Creek community.

★ = 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**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff mobility/stability**
- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

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

Goals

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

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Spring Creek Elementary will maximize instructional time by improving on-time arrival and reducing early check-outs through consistent attendance practices, family partnerships, and positive student recognition.

Evaluation Data Source: Eschool, system to track tardies on campus, RaWee Attendance System

Strategy 1

Establish and implement consistent campus-wide procedures for monitoring, documenting, and responding to student tardies and early check-outs. Attendance data will be reviewed regularly to identify students demonstrating patterns of missed instructional time. Campus staff will communicate with families, provide timely reminders and support, and implement appropriate interventions for students with recurring tardies or early check-outs.

Strategy's Expected Result/Impact: Consistent monitoring and family communication will increase awareness of the impact of tardies and early check-outs on instructional time, resulting in improved student attendance, fewer recurring tardies and early departures, and increased access to core instruction and intervention/enrichment opportunities.

Staff Responsible for Monitoring: Administration, Attendance Clerk

Problem Statements: Demographics 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Provide clear, consistent, and proactive communication to families throughout the school year regarding the importance of on-time arrival and remaining at school for the full instructional day. Campus communication will highlight how frequent tardies and early check-outs can result in missed core instruction, intervention, enrichment, and other essential learning opportunities. Families of students demonstrating patterns of tardies or early departures will receive targeted communication and support.

Strategy's Expected Result/Impact: Families will demonstrate increased awareness of the connection between consistent attendance, instructional time, and student achievement, resulting in a reduction in recurring tardies and early check-outs and increased student access to the full instructional day.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Campus administration and attendance staff will regularly review attendance, tardy, and early check-out data to identify students demonstrating patterns of lost instructional time. Families of identified students will receive timely, individualized outreach to communicate concerns, identify potential barriers, and develop appropriate supports to improve consistent, on-time attendance and participation in the full instructional day.

Strategy's Expected Result/Impact: Early identification and individualized family outreach will reduce patterns of tardies and early check-outs, strengthen school-family partnerships, and increase the amount of instructional time students receive. Progress will be monitored each grading cycle to determine the effectiveness of supports and identify students requiring additional intervention.

Staff Responsible for Monitoring: Administration, Attendance Clerk

Problem Statements: Demographics 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Although Spring Creek Elementary maintained a strong 96.6% average attendance rate in 2025-2026, students with attendance concerns may experience interruptions in instruction that can impact academic progress. The campus must continue proactive monitoring and intervention to maintain high attendance.	Individual student and family barriers can contribute to inconsistent attendance. Continued use of attendance data to identify students at risk, communicate with families, and provide timely interventions is necessary to sustain strong attendance.

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, Spring Creek students will routinely use writing across content areas to communicate ideas, explain and justify their thinking, and apply academic vocabulary.

Evaluation Data Source: Walkthroughs, CTM Team Planning

Strategy 1

Establish and implement common writing strategies, academic vocabulary, and expectations across grade levels and content areas to provide students with consistent opportunities to communicate and justify their thinking in writing. Teachers will intentionally incorporate writing in ELAR, Math, Science, and Social Studies and use common strategies to support students in organizing ideas, citing evidence, explaining reasoning, and developing written responses.

Strategy's Expected Result/Impact: Students will demonstrate increased confidence, independence, and consistency in communicating their thinking through writing across content areas. Common expectations will strengthen students' ability to organize ideas, explain reasoning, support responses with evidence, and produce increasingly rigorous written responses, resulting in improved performance on classroom, district, and state assessments.

Staff Responsible for Monitoring: Administration, Instructional Coaches

Problem Statements: Demographics 1, 4 - Perceptions 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Grade-level teams will use CTMs to intentionally plan and embed meaningful writing opportunities across Reading, Math, Science, and Social Studies. Teachers will collaboratively develop tasks that require students to write, explain their thinking, justify responses, use content-specific vocabulary, and support ideas with evidence while maintaining alignment to grade-level standards and rigor.

Strategy's Expected Result/Impact: Students will have frequent and consistent opportunities to communicate their thinking through writing across all content areas, resulting in stronger written expression, mathematical reasoning, use of evidence, academic vocabulary, and ability to demonstrate understanding of grade-level content. Student work will be reviewed during CTMs to monitor progress and adjust instructional practices.

Staff Responsible for Monitoring: Administration, Instructional Coaches

Problem Statements: Demographics 1, 4 - Perceptions 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Teachers will explicitly teach, model, and reinforce content-specific academic vocabulary across Reading, Math, Science, and Social Studies. Students will receive frequent, meaningful opportunities to apply newly learned vocabulary through classroom discussions, collaborative learning, written responses, explanations, and justification of their thinking. Grade-level CTMs will identify priority vocabulary connected to essential standards and plan for consistent use throughout instruction.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding and independent use of academic and content-specific vocabulary in both speaking and writing, strengthening their ability to comprehend rigorous texts, communicate their thinking, justify responses, and demonstrate mastery of grade-level standards across content areas.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 2 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Spring Creek Elementary serves a diverse population of learners with varying academic, instructional, and learning needs. The campus must strengthen consistent implementation of differentiated, high-quality instruction to ensure all students have access to grade-level learning and opportunities for academic growth.	Teachers have varying levels of experience and expertise in differentiating instruction based on student readiness, learning needs, and assessment data. Continued development and calibration of instructional practices are needed to ensure differentiation is consistently implemented across classrooms and grade levels.
2	Student performance data indicate a need to identify and address achievement gaps among student groups and individual learners. The campus must ensure that instructional decisions are consistently driven by disaggregated data and focused on accelerating student growth.	Data analysis practices and instructional responses are not yet fully consistent across grade levels. Teachers need continued support in analyzing student data, identifying specific skill gaps, and translating findings into targeted instructional interventions and progress monitoring.
4	With 10.90% of students identified as Gifted and Talented, Spring Creek Elementary must ensure that advanced learners consistently receive appropriate enrichment, extension, and opportunities for increased cognitive complexity.	Teachers need continued support in designing rigorous learning experiences that move beyond grade-level mastery and provide appropriate challenge based on individual student readiness and strengths.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Instructional practices and expectations are not fully aligned from kindergarten through fourth grade, resulting in inconsistencies in how essential skills, particularly writing, are taught and reinforced across grade levels.	Teachers have had limited structured opportunities for vertical collaboration to establish common expectations, instructional language, and a clear progression of skills from kindergarten through fourth grade.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parent feedback indicates that some students may not consistently receive the level of academic challenge or differentiation needed to maximize their growth. While 87 of 105 parents reported that their child was appropriately challenged, 18 respondents selected "No" or "Sometimes."	Consistent campus-wide processes for using student data to plan enrichment, differentiation, and extension opportunities for students who have already demonstrated mastery are still being strengthened.

Performance Objective 3 ☑ High Priority

By May 2027, Spring Creek will demonstrate increased staff capacity to respond to behavioral needs within the MTSS framework, as evidenced by the implementation of Tier 1 practices, use of district behavior resources, appropriate collection of behavioral data, and consistent documentation and progress monitoring of Tier 2 interventions.

Evaluation Data Source: MTSS documentation, Discipline referral data, Classroom Walkthroughs

Strategy 1

Implement consistent campuswide Tier 1 behavior supports through explicit teaching, modeling, reteaching, and reinforcement of SOAR expectations across classrooms and common areas. Campus leadership will use behavior data and walkthroughs to identify areas where additional reteaching or staff support is needed.

Strategy's Expected Result/Impact: Staff will consistently implement proactive Tier 1 behavior practices, resulting in clearer expectations for students, increased positive behavior, and fewer behaviors requiring Tier 2 intervention.

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 3 - School Processes & Programs 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide ongoing, job-embedded professional learning on behavior management, MTSS behavior processes, functions of behavior, data collection, and the use of district behavior resources. Training will be responsive to trends identified through campus behavior data and staff needs.

Strategy's Expected Result/Impact: Staff will demonstrate increased confidence and capacity to identify behavioral needs, select appropriate supports, and respond proactively and consistently to student behavior.

Problem Statements: Student Learning 3 - School Processes & Programs 4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Behavior data indicates a need for greater consistency in the implementation and reinforcement of campuswide behavior expectations. Inconsistent student behavior across classrooms and common areas can result in increased office referrals, loss of instructional time, and disruptions to the learning environment. Spring Creek Elementary will strengthen proactive behavior supports and consistently tea	Students need more consistent and explicit instruction, modeling, reinforcement, and reteaching of SOAR behavior expectations across all campus settings. Variability in how behavior expectations and interventions are implemented can lead to inconsistent student responses and an increase in behaviors that require additional support.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	An increase in students requiring intensive behavioral support has created a need for more consistent systems and structures to support students with significant behavioral needs while protecting instructional time.	Campus staff need additional training, resources, and access to specialized support for implementing proactive behavior structures, individualized interventions, and consistent progress-monitoring practices.

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

Performance Objective 1 ☑ High Priority

By May 2027, Spring Creek Elementary will increase the percentage of students scoring Meets or Above on STAAR Reading Language Arts from 67% to 72% in Grade 3 and from 60% to 65% in Grade 4 through targeted, data-driven instruction, standards-based intervention, and intentional opportunities for students to apply reading and writing skills across content areas.

Evaluation Data Source: STAAR Results

Strategy 1

Grade-level teams will analyze formative and summative assessment data in CTMs to identify priority standards and student learning gaps, then provide targeted small-group instruction, standards-based reteaching, and enrichment.

Strategy's Expected Result/Impact: Grade-level teams will use assessment data to make timely, data-driven instructional decisions, resulting in targeted reteaching and enrichment opportunities. This strategy will increase student mastery of identified standards, close learning gaps, and improve overall student achievement by ensuring instruction is responsive to student needs.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

Problem Statements: Demographics 1, 2, 3, 4 - Perceptions 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Spring Creek Elementary serves a diverse population of learners with varying academic, instructional, and learning needs. The campus must strengthen consistent implementation of differentiated, high-quality instruction to ensure all students have access to grade-level learning and opportunities for academic growth.	Teachers have varying levels of experience and expertise in differentiating instruction based on student readiness, learning needs, and assessment data. Continued development and calibration of instructional practices are needed to ensure differentiation is consistently implemented across classrooms and grade levels.
2	Student performance data indicate a need to identify and address achievement gaps among student groups and individual learners. The campus must ensure that instructional decisions are consistently driven by disaggregated data and focused on accelerating student growth.	Data analysis practices and instructional responses are not yet fully consistent across grade levels. Teachers need continued support in analyzing student data, identifying specific skill gaps, and translating findings into targeted instructional interventions and progress monitoring.
3	With 20.75% of students receiving Special Education services, along with students receiving Section 504 and dyslexia services, Spring Creek Elementary must continue to ensure that students receiving specialized services make appropriate academic progress and have equitable access to grade-level instruction.	The range and complexity of student learning needs require continued collaboration between general education teachers, specialized service providers, and support staff. Consistency in implementing accommodations, modifications, individualized supports, and progress monitoring needs to be strengthened.
4	With 10.90% of students identified as Gifted and Talented, Spring Creek Elementary must ensure that advanced learners consistently receive appropriate enrichment, extension, and opportunities for increased cognitive complexity.	Teachers need continued support in designing rigorous learning experiences that move beyond grade-level mastery and provide appropriate challenge based on individual student readiness and strengths.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parent feedback indicates that some students may not consistently receive the level of academic challenge or differentiation needed to maximize their growth. While 87 of 105 parents reported that their child was appropriately challenged, 18 respondents selected "No" or "Sometimes."	Consistent campus-wide processes for using student data to plan enrichment, differentiation, and extension opportunities for students who have already demonstrated mastery are still being strengthened.

Performance Objective 2 ☑ High Priority

By May 2027, Spring Creek Elementary will increase the percentage of students achieving Masters Grade Level on the STAAR Mathematics assessment, with Grade 3 increasing from 41% to 50% and Grade 4 increasing from 44% to 55%, through high-quality Tier 1 instruction, data-driven CTM practices, targeted flexible grouping during Flight, and intentional opportunities for enrichment, extension, mathematical reasoning, and problem solving.

Evaluation Data Source: STAAR Assessment

Strategy 1

Grade 3 and Grade 4 teachers will provide high-quality Tier 1 mathematics instruction aligned to the depth and rigor of the TEKS, with intentional opportunities for students to engage in mathematical reasoning, multi-step problem solving, productive struggle, justification of thinking, and application of concepts in unfamiliar contexts.

Strategy's Expected Result/Impact: Students will demonstrate increased depth of understanding and ability to apply mathematical concepts to rigorous tasks, resulting in an increased percentage of students performing at the Masters Grade Level standard.

Staff Responsible for Monitoring: Administrators, Instructional Coaches

Problem Statements: Demographics 2, 6 - Student Learning 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Grade-level CTMs will regularly analyze common formative assessments, district assessments, MAP data, and student work to identify standards requiring additional instruction, enrichment, or

extension. Teams will specifically identify students who are approaching or currently performing at the Meets Grade Level standard and plan targeted learning experiences designed to move those students toward Masters.

Strategy's Expected Result/Impact: Teachers will make timely instructional adjustments based on student performance, resulting in increased mastery of essential standards and movement of students from Meets to Masters.

Staff Responsible for Monitoring: Administrators, Instructional Coaches

Problem Statements: Demographics 2, 6 - Student Learning 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 3

Utilize daily Flight time to provide flexible, data-driven mathematics groups based on current student needs. In addition to intervention, Flight groups will intentionally provide enrichment and extension opportunities for students demonstrating mastery of grade-level content or readiness for increased rigor. Groups will remain fluid and will be adjusted based on ongoing assessment data.

Strategy's Expected Result/Impact: Students will receive instruction at the appropriate level of challenge, allowing students who have mastered grade-level content to deepen their understanding and develop the higher-level reasoning and problem-solving skills necessary to achieve Masters Grade Level.

Staff Responsible for Monitoring: Administrators

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Student performance data indicate a need to identify and address achievement gaps among student groups and individual learners. The campus must ensure that instructional decisions are consistently driven by disaggregated data and focused on accelerating student growth.	Data analysis practices and instructional responses are not yet fully consistent across grade levels. Teachers need continued support in analyzing student data, identifying specific skill gaps, and translating findings into targeted instructional interventions and progress monitoring.
4	With 10.90% of students identified as Gifted and Talented, Spring Creek Elementary must ensure that advanced learners consistently receive appropriate enrichment, extension, and opportunities for increased cognitive complexity.	Teachers need continued support in designing rigorous learning experiences that move beyond grade-level mastery and provide appropriate challenge based on individual student readiness and strengths.
6	Spring Creek Elementary needs to ensure that PLC and MTSS processes are implemented consistently across all grade levels to identify student needs early, provide targeted interventions, monitor progress, and adjust instruction based on evidence.	Grade-level teams have varying levels of implementation and experience with data-driven PLC and MTSS processes. Clearly defined expectations, collaborative protocols, and ongoing monitoring are needed to create greater consistency across the campus.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	On the 2026 STAAR Math assessment, 16% of 3rd-grade students and 17% of 4th-grade students did not achieve Approaches or Above, indicating that a group of students has not yet demonstrated consistent mastery of essential grade-level math standards.	The use of formative and summative assessment data to identify specific skill gaps and provide timely, targeted reteaching and intervention has not been consistently implemented across grade levels. Additional alignment of PLC data analysis, small-group instruction, and progress monitoring is needed to ensure students receive instruction based on identified learning needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While collaborative PLC structures are established, the depth and consistency of data analysis, instructional response, and progress monitoring vary across grade levels and teams.	Campus-wide expectations and protocols for analyzing data, identifying learning gaps, planning targeted instruction, and monitoring the effectiveness of interventions have not been implemented with consistent fidelity across all teams.
2	Although FLIGHT and MTSS structures are in place, intervention and enrichment practices are not consistently implemented to ensure all students receive targeted instruction based on current academic needs.	Processes for flexible grouping, progress monitoring, regrouping students, and determining the effectiveness of interventions are still being refined and implemented consistently across grade levels.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parent feedback indicates that some students may not consistently receive the level of academic challenge or differentiation needed to maximize their growth. While 87 of 105 parents reported that their child was appropriately challenged, 18 respondents selected "No" or "Sometimes."	Consistent campus-wide processes for using student data to plan enrichment, differentiation, and extension opportunities for students who have already demonstrated mastery are still being strengthened.

Performance Objective 3 ☑ High Priority

By May 2027, 80% of Special Education students will demonstrate expected or above-expected growth in Reading and Math based on multiple measures of student performance. Students not demonstrating adequate progress will be identified at the end of each grading cycle and provided targeted instructional interventions and progress monitoring.

Evaluation Data Source: MAP assessments

Strategy 1

General Education and Special Education teachers will collaborate through CTMs and instructional planning to ensure students receiving Special Education services consistently access rigorous, grade-level Tier 1 instruction aligned to essential standards. Teachers will intentionally implement students' IEP accommodations, scaffolds, specially designed instruction, and differentiated supports while maintaining grade-level rigor and high expectations for student learning.

Strategy's Expected Result/Impact: Students receiving Special Education services will demonstrate increased access to and mastery of grade-level standards, resulting in at least 80% demonstrating expected or above-expected growth in Reading and Math, as measured by MAP Growth, common formative assessments, district assessments, classroom performance, and other progress-monitoring data.

Staff Responsible for Monitoring: Administration, Special Education Case Managers

Problem Statements: Demographics 3 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

At the end of each grading cycle, General Education and Special Education teachers will review multiple measures of student performance to identify students receiving Special Education services who are not demonstrating adequate academic progress. Teams will identify specific skill deficits and provide targeted, skill-specific instruction through flexible grouping, Flight, specially designed instruction, and other appropriate supports. Student progress will be monitored regularly, and interventions will be adjusted based on the student's response to instruction.

Strategy's Expected Result/Impact: Students demonstrating learning gaps will receive timely and targeted support aligned to their individual areas of need, resulting in increased mastery of grade-level essential standards and improved academic growth. By May 2027, at least 80% of students receiving Special Education services will demonstrate expected or above-expected growth in Reading and Math based on multiple measures of student performance.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 3 - Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	With 20.75% of students receiving Special Education services, along with students receiving Section 504 and dyslexia services, Spring Creek Elementary must continue to ensure that students receiving specialized services make appropriate academic progress and have equitable access to grade-level instruction.	The range and complexity of student learning needs require continued collaboration between general education teachers, specialized service providers, and support staff. Consistency in implementing accommodations, modifications, individualized supports, and progress monitoring needs to be strengthened.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although overall RLA performance is strong, 33% of 3rd-grade students did not achieve Meets or Above on the 2026 STAAR RLA assessment, indicating a need to strengthen students' ability to independently comprehend complex texts and communicate their thinking through written responses.	Students have not had consistent, vertically aligned opportunities across grade levels and content areas to engage in rigorous reading, written expression, and evidence-based responses. Campus-wide writing expectations and common instructional practices have not yet been fully established.
2	On the 2026 STAAR Math assessment, 16% of 3rd-grade students and 17% of 4th-grade students did not achieve Approaches or Above, indicating that a group of students has not yet demonstrated consistent mastery of essential grade-level math standards.	The use of formative and summative assessment data to identify specific skill gaps and provide timely, targeted reteaching and intervention has not been consistently implemented across grade levels. Additional alignment of PLC data analysis, small-group instruction, and progress monitoring is needed to ensure students receive instruction based on identified learning needs.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Although FLIGHT and MTSS structures are in place, intervention and enrichment practices are not consistently implemented to ensure all students receive targeted instruction based on current academic needs.	Processes for flexible grouping, progress monitoring, regrouping students, and determining the effectiveness of interventions are still being refined and implemented consistently across grade levels.

Goal 3

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

Performance Objective 1

☑ **High Priority**

By May 2027, Spring Creek Elementary will strengthen consistent, timely, and meaningful communication with families by establishing campus-wide communication expectations and increasing the percentage of parents who report that school communication is timely and informative from 84% to 90% on the End-of-Year Parent Survey.

Evaluation Data Source: Parent Surveys, Feedback

Strategy 1

Establish and implement campus-wide expectations for timely, clear, and consistent family communication regarding student learning, academic progress, behavior, classroom expectations, and important campus information. Teachers and staff will utilize consistent communication practices and district-approved platforms to ensure families receive meaningful information and have opportunities to engage as partners in their child's education.

Strategy's Expected Result/Impact: Families will have increased access to timely and relevant information about their child's academic progress, learning experiences, and school expectations, resulting in stronger school-family partnerships, increased family engagement, and improved communication between home and school.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Increase opportunities for staff to build positive, trusting relationships with families through proactive communication, celebrations of student success, and meaningful personal connections. Teachers and staff will intentionally communicate positive information about students throughout the year, recognize academic and behavioral growth, and create opportunities for families to feel welcomed, valued, and connected to the school community.

Strategy's Expected Result/Impact: Families will experience more frequent positive interactions with school staff, resulting in stronger relationships, increased trust, improved two-way communication, and greater family engagement in their child's learning and school experience.

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Provide varied, accessible, and meaningful opportunities for families to participate in and connect with their child's school experience both during and beyond the school day. Opportunities may include family learning events, parent conferences, campus celebrations, volunteer opportunities, student performances, family nights, and resources that support learning at home.

Strategy's Expected Result/Impact: Families will have increased opportunities to engage with the school in ways that meet their needs and schedules, resulting in stronger school-family partnerships, increased participation in campus activities, and greater family connection to their child's learning and school community.

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4

Campus leadership will regularly review family feedback and engagement data from surveys, parent conferences, campus events, volunteer participation, and other communication channels to identify trends, strengths, and areas for improvement. Data will be reviewed throughout the year and used to make timely adjustments to campus communication, family engagement opportunities, and outreach practices.

Strategy's Expected Result/Impact: Ongoing analysis of family feedback and participation data will allow Spring Creek Elementary to respond more effectively to family needs and preferences, resulting in improved communication, increased family engagement, stronger school-family partnerships, and a more positive school experience for students and families.

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While overall parent perceptions of Spring Creek are highly positive, survey feedback indicates a need for greater consistency, clarity, and timeliness in communication from teachers and the campus, particularly regarding student academic progress, upcoming events, schedules, and opportunities for family participation.	Campus-wide expectations for the frequency, method, and content of parent communication are not consistently defined or implemented across grade levels and staff members. Multiple communication platforms and changing schedules may also make it difficult for families to locate and manage important information.

Performance Objective 2 ☑ High Priority

By May 2027, Spring Creek Elementary will increase students' sense of belonging and connection to school through intentional relationship-building, student recognition, and opportunities for student voice and leadership.

Evaluation Data Source: High Flyer Awards, Student Council participation data, campus walkthroughs, attendance and chronic absenteeism data, discipline referral data

Strategy 1

Implement consistent, campus-wide relationship-building practices that ensure every student feels known, valued, supported, and connected to adults and peers at Spring Creek Elementary. Staff will intentionally build positive relationships through daily interactions, classroom community-building, student check-ins, celebrations, and opportunities for students to develop meaningful connections with trusted adults and classmates.

Strategy's Expected Result/Impact: Students will report an increased sense of belonging, connection, and positive relationships with adults and peers at school. Consistent relationship-building practices will contribute to increased student engagement, improved school climate, and a stronger sense of community across Spring Creek Elementary.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Provide regular and inclusive opportunities to recognize and celebrate students for academic and personal growth, positive character, meaningful contributions to the school community, and demonstration of SOAR expectations. Recognition opportunities, including High Flyers and other classroom and campus celebrations, will be designed to ensure students are acknowledged for a variety of strengths, accomplishments, and positive behaviors.

Strategy's Expected Result/Impact: Students will feel seen, valued, and celebrated for their individual strengths, growth, and contributions, resulting in an increased sense of belonging, motivation, and connection to the Spring Creek community. Recognition data will be monitored to ensure opportunities are inclusive and reach students across grade levels and student groups.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Increase meaningful opportunities for students to share ideas, provide feedback, and contribute to decisions that impact their learning and school experience. Student voice will be gathered through age-appropriate surveys, classroom discussions, student leadership groups, feedback opportunities, and conversations with campus staff. Campus leadership will regularly review student input and use it to inform appropriate campus practices, activities, and initiatives.

Strategy's Expected Result/Impact: Students will feel that their ideas, perspectives, and experiences are heard and valued, resulting in increased ownership, engagement, and connection to Spring Creek. Student feedback will also provide campus staff with actionable information to strengthen the overall student experience.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4

Gather and review student feedback throughout the school year through age-appropriate surveys, student conversations, classroom feedback, and student leadership groups to monitor students' sense of belonging, connection, and engagement. Campus leadership will analyze feedback to identify trends, celebrate strengths, and determine areas where additional relationship-building, recognition, student voice, or leadership opportunities are needed.

Strategy's Expected Result/Impact: Regularly reviewing student feedback will provide campus staff with a clearer understanding of the student experience at Spring Creek and allow for timely adjustments to campus practices. Students will demonstrate an increased sense of being known, valued, heard, and connected, resulting in stronger engagement, positive relationships, and overall school belonging.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Opportunities for students to feel known, valued, heard, and connected are not yet consistent across all grade levels and student groups, creating a need for more intentional campus-wide practices that strengthen student belonging and engagement.	Campus practices that promote relationship-building, student recognition, student voice, and leadership opportunities vary across grade levels and classrooms. Without consistent campus-wide structures for these experiences, students may have differing opportunities to feel known, valued, heard, and connected to the Spring Creek community.

Goal 4

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

Performance Objective 1

☑ **High Priority**

By May 2027, 100% of Spring Creek Elementary classroom teachers will purposefully integrate instructional technology into instruction at least once per week to enhance student learning, engagement, differentiation, collaboration, or demonstration of mastery of grade-level standards. Implementation will be monitored each grading cycle through classroom walkthroughs, PLC discussions, and examples of student work.

Evaluation Data Source: Classroom walkthroughs, CTM documentation, Instructional technology usage reports

Strategy 1

Provide teachers with ongoing opportunities to plan, implement, and share purposeful instructional technology practices that directly support grade-level standards. During PLC/CTM planning, teachers will identify opportunities to use district-approved technology tools to increase student engagement, differentiate instruction, provide timely feedback, and allow students to demonstrate their learning in meaningful ways.

Strategy's Expected Result/Impact: Teachers will increase the intentional use of instructional technology as a tool to enhance, rather than replace, effective instruction. Students will have increased opportunities to use technology to collaborate, create, practice skills, receive feedback, and demonstrate mastery of grade-level standards. Progress will be monitored through classroom walkthroughs, PLC/CTM documentation, student work samples, and technology usage data.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Utilize the campus Digital Learning Ambassador (DLA) to provide ongoing, job-embedded support for teachers in the purposeful integration of instructional technology. The DLA will collaborate with teachers and grade-level teams to identify district-approved digital tools that align with grade-level standards and enhance student engagement, differentiation, collaboration, creativity, and demonstration of learning.

Strategy's Expected Result/Impact: By providing consistent, campus-based support through the DLA, teachers will increase their confidence and capacity to purposefully integrate instructional technology into instruction. Students will experience more opportunities to create, collaborate, communicate, problem-solve, and demonstrate their learning through technology, resulting in increased engagement and stronger alignment between technology use and instructional goals.

Staff Responsible for Monitoring: Administration, Director of Digital Learning

Problem Statements: Student Learning 4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	The purposeful integration of instructional technology is inconsistent across classrooms and grade levels, resulting in varied opportunities for students to use technology to enhance, create, collaborate, and demonstrate their learning.	Teachers have varying levels of knowledge, confidence, and experience with instructional technology, as well as limited opportunities for ongoing, job-embedded support and collaborative planning focused on purposeful technology integration. As a result, the intentional use of digital tools to enhance instruction and provide meaningful student learning experiences is inconsistent across classrooms

State Compensatory Education

State Compensatory

Budget for Spring Creek Elementary

Total SCE Funds: $3,200.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Spring Creek Elementary will utilize campus funds to hire academic tutors who will provide supplemental, targeted instruction for stude identified as at risk of not meeting grade-level academic expectations. Tutoring services will be aligned to identified student needs and grade-level essential standards, with a focus on strengthening foundational skills, addressing learning gaps, and accelerating student growth. Student performance data, including MAP, common formative assessments, classroom performance, and other progress-monitoring measures, will be used to identify students for tutoring and monitor the effectiveness of the additional support.

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00

Sub-Total	$0.00
Budgeted Fund Source Amount	$3,200.00
+/- Difference	**$3,200.00**

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	