

Conroe Independent School District

Creighton Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	6
Parent and Community Engagement	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	11
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	15
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	16
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	17
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	18
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	20
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	21
State Compensatory	23
Personnel for Creighton Elementary	23
Title I Schoolwide Elements	24
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	24
1.1: Comprehensive Needs Assessment	24
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	24
2.1: Campus Improvement Plan developed with appropriate stakeholders	24
2.2: Regular monitoring and revision	24
2.3: Available to parents and community in an understandable format and language	24
2.4: Opportunities for all children to meet State standards	24
2.5: Increased learning time and well-rounded education	25
2.6: Address needs of all students, particularly at-risk	25
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	25
3.1: Develop and distribute Parent and Family Engagement Policy	25
3.2: Offer flexible number of parent involvement meetings	25
Title I Personnel	27
Campus Funding Summary	28
Addendums	29

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Conroe ISD has a viable and rigorous district curriculum tightly aligned to our state standards, the TEKS. Campus and district leadership will work with classroom teachers to ensure the alignment of TEKS to our instructional strategies. All curriculum documents are linked in our campus CANVAS page where teachers enter their lesson plans. Teachers include the objective being taught, the activity, and the check for understanding to measure the objective.

We meet in Professional Learning Communities after each common assessment and district benchmark (Math: 1-4th grade, Reading: 3-4th grade and Writing: 4th) to discuss our progress toward our goals (lowest scoring objectives). We create formative assessments that drive our instruction and lesson planning. During the PLC's we also research different ways to differentiate our instruction to meet the needs of our diverse learners.

Creighton's strength is our Math Student Performance.

Creighton earned zero Distinctions during the 2018-2019 school year.

	Approaches	Meets	Masters
2020 Reading All			
2019 Reading All	67	27	12
2018 Reading All	68	31	13
2020 Reading White			
2019 Reading White	66	29	17
2018 Reading White	70	36	16
2020 Reading Hispanic			
2019 Reading Hispanic	68	26	9
2018 Reading Hispanic	67	29	12
2020 Reading ED			
2019 Reading ED	63	24	9
2018 Reading ED	68	31	13
2020 Reading SPED			
2019 Reading SPED	30	20	3

	Approaches	Meets	Masters
2018 Reading SPED	45	31	3
2020 Writing All			
2019 Writing All	53	13	3
2018 Writing All	48	20	5
2020 Writing White			
2019 Writing White	55	14	3
2018 Writing White	50	19	5
2020 Writing Hispanic			
2019 Writing Hispanic	52	12	3
2018 Writing Hispanic	47	21	5
2020 Writing ED			
2019 Writing ED	52	12	2
2018 Writing ED	48	21	5
2020 Writing SPED			
2019 Writing SPED	35	18	12
2018 Writing SPED	40	27	7
2020 Math All			
2019 Math All	74	40	17
2018 Math All	76	43	15
2020 Math White			
2019 Math White	72	37	13
2018 Math White	77	40	13
2020 Math Hispanic			
2019 Math Hispanic	76	42	19
2018 Math Hispanic	75	45	16
2020 Math ED			

	Approaches	Meets	Masters
2019 Math ED	72	38	15
2018 Math ED	75	44	15
2020 Math SPED			
2019 Math SPED	50	28	13
2018 Math SPED	52	31	3

Academic Growth:

Overall D

Closing the Gaps:

Academic Achievement met 4 out of 16 areas

Areas met were Reading Special Education, Math Hispanic, Math Economically Disadvantage and Math Special Education

Student Achievement Strengths

Creighton's scores are a reflection of the hard-working staff and student population found on our campus. We are proud of the achievement our students show including:

Exceeding above the state percentage on 4th grade math.

Growth was noted in 4th grade reading (approaches level) and 4th grade math (approaches and masters level) and 4th grade writing (approaches level) from 2018 to 2019.

Student progress students showed growth in math from 2018 to 2019.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are performing below expectations in the area of Reading (27% Meets and Masters 12%) with the number of kids who are Meets and Masters. **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Problem Statement 2 (Prioritized): Students are performing below expectations in the area of Math (40% Meets and Masters 17%) with the number of kids who are Meets and Masters. **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Problem Statement 3: Students are performing below expectations in the area of Writing (13% Meets and Masters 3%) with the number of kids who are Meets and Masters. **Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Culture and Climate

Culture and Climate Summary

The culture and climate at Creighton Elementary is important to our staff. Teachers are members of committees on our campus that allow them to have a voice in the decision-making process at our school. Our two committees that run the campus are the curriculum committee, which makes decisions for our academics, and foundations committee, which makes decisions for our campus-wide expectations. Our PLC is designed to ensure that staff members can collaborate, learn from, and assist each other to improve teaching strategies and student outcomes. We have a designated planning day where teachers are required to plan together to discuss TEKS, as well as daily activities for the following week, and share ideas of how to ensure learning is taking place.

There was a large turnover of leadership (new administration and campus coaches) and staff (31 new staff)

Based on our OHI scores from the 2019-2020 school year,

- *all ten dimensions decreased from 2018-19 to the 2019-20 school year

- *the largest areas that decreased were morale, cohesiveness and resource utilization

- *Our number one strength was Goal Focus.

- *Our number one improvement priority was adaptation.

Culture and Climate Strengths

- Administrators work closely with faculty and staff in decision-making.
- The Social Committee is doing things each month to build morale around campus.
- Staff is recognized weekly in campus newsletter, staff shout out boards, birthday recognition and TAEs.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Staff did not feel there was adequate communication between administration and the staff. **Root Cause:** There was no weekly communication from administration to communicate what was happening with academics nor to celebrate staff success.

Problem Statement 2 (Prioritized): Staff did not feel there was consistency in practice between classrooms on the campus. **Root Cause:** There was no follow through after staff developments to give feedback on progress.

Parent and Community Engagement

Parent and Community Engagement Summary

Communication with our families and community members is an important focus at Creighton Elementary. Our campus sends a monthly e-newsletter containing functional information about our school and messages from our Principal, Counselor, and additional support staff. While campus visitors are currently kept to a minimum due to COVID-19, it is important that our front office/check-in area is welcoming and warm to receive visitors in a manner that reflects our campus positively.

Expectations for student behavior are high and we are blessed to have respectful, confident, caring students. This culture of respect also exists between students, staff, and parents.

An annual review is conducted of discipline records. Our focus on social/emotional learning and parental support through Community In Schools and TriCounty services on campus is assisting the campus with addressing behavioral, social/emotional, and academic needs as they arise.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Parent and Community Engagement Strengths

Creighton Elementary is accepting of students new to Creighton and CISD. We value empowerment for teachers to lead and teach our students in such a way that every student is successful.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not involved in the instructional needs of our students. **Root Cause:** High yield intervention strategies that have been proven to address parental involvement have not been implemented across school with fidelity.

Problem Statement 2: Student attendance has decreased from 96.2% to 95.8%. **Root Cause:** High yield intervention strategies that have been proven to increase attendance have not been implemented across school with fidelity.

Problem Statement 3 (Prioritized): Student social/emotional needs are not being met in a proactive, preventative manner. **Root Cause:** High yield intervention strategies that have been proven to address student social/emotional needs have not been implemented across school with fidelity.

Priority Problem Statements

Problem Statement 1: Students are performing below expectations in the area of Reading (27% Meets and Masters 12%) with the number of kids who are Meets and Masters.

Root Cause 1: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students are performing below expectations in the area of Math (40% Meets and Masters 17%) with the number of kids who are Meets and Masters.

Root Cause 2: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Staff did not feel there was adequate communication between administration and the staff.

Root Cause 3: There was no weekly communication from administration to communicate what was happening with academics nor to celebrate staff success.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: Staff did not feel there was consistency in practice between classrooms on the campus.

Root Cause 4: There was no follow through after staff developments to give feedback on progress.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Student social/emotional needs are not being met in a proactive, preventative manner.

Root Cause 5: High yield intervention strategies that have been proven to address student social/emotional needs have not been implemented across school with fidelity.

Problem Statement 5 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Effective Schools Framework data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Increase the percentage of students from 27% to 44% who score Meets or Masters on Reading STAAR.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and Common Assessments

Summative Evaluation: None

Strategy 1: Focused staff developments and walkthroughs on different ELA components (Classroom Environment, Read Aloud and structure of small groups). Strategy's Expected Result/Impact: Increase student achievement for Meets and Masters Staff Responsible for Monitoring: Administration, campus coach and district coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1 - Culture and Climate 2 Funding Sources: ELA Coach - Title I - \$76,615	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Teacher's College will give 10 staff developments (5 for K-2 & 5 for 3rd/4th) during the 2020-2021 school year. Strategy's Expected Result/Impact: Increase the number of students who leave reading on and above grade level at the end of the year. Staff Responsible for Monitoring: Administration and campus coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1 - Culture and Climate 2 Funding Sources: Teacher's College - Title I - \$30,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July

Strategy 3: Hold monthly data meetings to track student growth in reading levels. Strategy's Expected Result/Impact: Increase the number of students who leave reading on and above grade level at the end of the year. Staff Responsible for Monitoring: Administration, campus coach and classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 1 - Culture and Climate 1, 2 Funding Sources: General Ed Teachers for At-Risk Students - State Comp Ed - \$1,420,436	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 4: Implement a committee that monitors and discusses students that are at-risk in reading. Through this committee students could be placed into RtI to help close gaps. Strategy's Expected Result/Impact: Student reading levels are closer to grade level standards. Staff Responsible for Monitoring: Administration and RtI Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: RtI Para - State Comp Ed - \$4,000, RtI Teacher - Title I - \$75,358	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 5: Afterschool tutorials beginning 8 weeks prior to STAAR that focus on the Meets and Masters students. Strategy's Expected Result/Impact: With specific data and specific students that attend, Meets and Masters percentage levels are higher. Staff Responsible for Monitoring: Administration and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Tutorial Pay for Teachers - Title I - \$10,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 6: Ensure all classrooms have all materials needed to implement best practices (library books, read aloud books, Units of Study, etc.) so teachers do not have to share resources. Strategy's Expected Result/Impact: Teachers implement best practices the day lesson plans state they will implement them. Staff Responsible for Monitoring: Administration and coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Culture and Climate 2 Funding Sources: EL Instructional Materials - Title III - \$7,500, Books - Title I - \$40,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Student Achievement****Problem Statement 1:** Students are performing below expectations in the area of Reading (27% Meets and Masters 12%) with the number of kids who are Meets and Masters.**Root Cause:** High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.**Culture and Climate****Problem Statement 1:** Staff did not feel there was adequate communication between administration and the staff. **Root Cause:** There was no weekly communication from administration to communicate what was happening with academics nor to celebrate staff success.**Problem Statement 2:** Staff did not feel there was consistency in practice between classrooms on the campus. **Root Cause:** There was no follow through after staff developments to give feedback on progress.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase the percentage of students from 40% to 46% who score Meets or Masters on Math STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmarks and Common Assessments

Summative Evaluation: None

Strategy 1: Focused staff developments and walkthroughs on different math components (Guided Math, Math Review and Tiering of small groups). Strategy's Expected Result/Impact: Increase student achievement for Meets and Masters Staff Responsible for Monitoring: Administration, campus coach and district coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2 - Culture and Climate 2 Funding Sources: Math Coach - Title I - \$80,605	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Afterschool tutorials beginning 8 weeks prior to STAAR that focus on the Meets and Masters students. Strategy's Expected Result/Impact: With specific data and specific students that attend, Meets and Masters percentage levels are higher. Staff Responsible for Monitoring: Administration and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Ensure all classrooms have all materials needed to implement best practices (manipulatives, toolkits, stations, etc.) so teachers do not have to share resources. Strategy's Expected Result/Impact: Teachers implement best practices the day lesson plans state they will implement them. Staff Responsible for Monitoring: Administration and coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Culture and Climate 2 Funding Sources: Supplies - Title I - \$37,100	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Students are performing below expectations in the area of Math (40% Meets and Masters 17%) with the number of kids who are Meets and Masters. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.
Culture and Climate
Problem Statement 2: Staff did not feel there was consistency in practice between classrooms on the campus. Root Cause: There was no follow through after staff developments to give feedback on progress.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Campus Budget, Title I and III Budgets, Intervention Funds Budget and State Compensatory Education Budget

Summative Evaluation: None

Strategy 1: Calendar and hold a monthly meeting with secretary to review monthly record of spending and campus needs. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal and Campus Secretary	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Recruitment, Development, and Retention of Staff:
CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Targeted or ESF High Priority
Evaluation Data Sources: T-TESS and Evaluations
Summative Evaluation: None

Strategy 1: Attend and recruit from CISD teacher job fair and university job fairs. Strategy's Expected Result/Impact: Highly qualified teachers hired to support maximum learning. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Targeted or ESF High Priority

Evaluation Data Sources: Surveys

Summative Evaluation: None

Strategy 1: Provide opportunities for families to participate in shared decision making to empower families. All surveys will be in dual languages. Strategy's Expected Result/Impact: Increased parent engagement and increase student achievement. Staff Responsible for Monitoring: Teachers, counselors, admin. Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2 - Parent and Community Engagement 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 2: Staff did not feel there was consistency in practice between classrooms on the campus. Root Cause: There was no follow through after staff developments to give feedback on progress.
Parent and Community Engagement
Problem Statement 3: Student social/emotional needs are not being met in a proactive, preventative manner. Root Cause: High yield intervention strategies that have been proven to address student social/emotional needs have not been implemented across school with fidelity.

Goal 5: Safe Schools:





CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Organizational Health Survey, Campus Surveys and Discipline Information

Summative Evaluation: None

Strategy 1: Provide student support staff to help with behavior and mental health to keep all students on track. Strategy's Expected Result/Impact: Decreased discipline referrals. CHAMPS and morning meetings implemented campus-wide. Staff Responsible for Monitoring: Counselors, student support staff, and admin. Title I Schoolwide Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1, 2 - Parent and Community Engagement 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Provide Positive Behavior Support for support creating and implementing student-specific plans. Strategy's Expected Result/Impact: Decrease Discipline Referrals Staff Responsible for Monitoring: Positive Behavior Support staff, Administration Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Parent and Community Engagement 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Implement TriCounty intervention on campus. Strategy's Expected Result/Impact: Increase in availability for student support. Decrease in Discipline Referrals. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5, 2.6, 3.1 Problem Statements: Parent and Community Engagement 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Staff did not feel there was adequate communication between administration and the staff. Root Cause: There was no weekly communication from administration to communicate what was happening with academics nor to celebrate staff success.
Problem Statement 2: Staff did not feel there was consistency in practice between classrooms on the campus. Root Cause: There was no follow through after staff developments to give feedback on progress.

Parent and Community Engagement

Problem Statement 3: Student social/emotional needs are not being met in a proactive, preventative manner. **Root Cause:** High yield intervention strategies that have been proven to address student social/emotional needs have not been implemented across school with fidelity.





Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Evaluation Data Sources: Technology Inventory and Evaluation Data

Summative Evaluation: None

Strategy 1: Increase student opportunities for utilizing technology across the curriculum. Strategy's Expected Result/Impact: Increase student achievement through the use of LMS-Canvas, SeeSaw, and Dreambox. Increase teacher use of technology in the classroom (mimeos). Staff Responsible for Monitoring: Teachers, technology, coaches, and admin. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2 Funding Sources: Mimeos - Title I - \$49,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Meet the individual learning needs of students using technology tools. Strategy's Expected Result/Impact: Increased student achievement through the use of LMS and online programs. Staff Responsible for Monitoring: Teachers, Coaches, Technology, Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 1, 2	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students are performing below expectations in the area of Reading (27% Meets and Masters 12%) with the number of kids who are Meets and Masters. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.
Problem Statement 2: Students are performing below expectations in the area of Math (40% Meets and Masters 17%) with the number of kids who are Meets and Masters. Root Cause: High yield academic strategies that have been proven to increase student achievement have not been implemented across classrooms with fidelity.

Goal 7: Communication:





CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Targeted or ESF High Priority

Evaluation Data Sources: Surveys from staff and community

Summative Evaluation: None

Strategy 1: Create a monthly parent newsletter in both English and Spanish to promote campus and district events. Strategy's Expected Result/Impact: Increased awareness of activities and parent understanding of school events and expectations. Staff Responsible for Monitoring: Teachers, Coaches, Administration Title I Schoolwide Elements: 3.1 Problem Statements: Culture and Climate 1 - Parent and Community Engagement 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Staff did not feel there was adequate communication between administration and the staff. Root Cause: There was no weekly communication from administration to communicate what was happening with academics nor to celebrate staff success.
Parent and Community Engagement
Problem Statement 3: Student social/emotional needs are not being met in a proactive, preventative manner. Root Cause: High yield intervention strategies that have been proven to address student social/emotional needs have not been implemented across school with fidelity.

State Compensatory

Personnel for Creighton Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	21.13

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus develops a CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessional, and community.

We looked through data collected from the 2 previous years, including benchmarks and STAAR test results. We look at it across grade levels and individually.

We included our Team Leaders and our Core Team to review the Assessments and implement checkpoints to monitor progress.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on identified needs.

The plan begins with the Core team pulling together data and looking for strengths and weaknesses. We then get input from our Curriculum Committee (Team Leaders) and Foundations Committee.

Once the plan is complete, we share it with staff and parents.

2.3: Available to parents and community in an understandable format and language

The campus ensures the CIP is publicly available to parents and the community (English and Spanish).

Our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs including opportunities for all students and student subgroups to exceed academic standards.

Staff and Administration closely monitor grades and assessments to ensure that students are on target to meet State standards. Students who are at risk of missing their target receive support and small group instruction, including:

- *RtI Instruction
- *In class small group instruction
- *Pull out support (dyslexia, resource)
- *Push in support (resource)

2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.

We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- *RtI instruction
- *Small group
- *Guided math
- *In class support

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

We also use our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

3.2: Offer flexible number of parent involvement meetings

The campus offers a variety of family engagement activities which include flexible times and days of the week. The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

*Parent meetings are available for parents during the evening via Zoom so that more parents can attend.

*Teachers held parent conferences via Zoom this year so that parents can be involved in learning and updated on their child's progress.

*Notices that are sent home about current events are sent as paper copies, as well as emailed, and posted on our social media pages.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elisa Carranza Sagrera	RTI	Title I	1.00
Jami Smith	Instructional Coach	Title I	1.00
Samantha Ihnen	Instructional Coach	Title I	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Ed Teachers for At-Risk Students		\$1,420,436.00
1	1	4	RtI Para		\$4,000.00
Sub-Total					\$1,424,436.00
Budgeted Fund Source Amount					\$1,424,436.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Coach		\$76,615.00
1	1	2	Teacher's College		\$30,000.00
1	1	4	RtI Teacher		\$75,358.00
1	1	5	Tutorial Pay for Teachers		\$10,000.00
1	1	6	Books		\$40,000.00
1	2	1	Math Coach		\$80,605.00
1	2	3	Supplies		\$37,100.00
6	1	1	Mimeos		\$49,000.00
Sub-Total					\$398,678.00
Budgeted Fund Source Amount					\$398,678.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	EL Instructional Materials		\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
Grand Total					\$1,830,614.00

Addendums