

Conroe Independent School District
Creighton Elementary
2021-2022 CIP Board Item



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Creighton Elementary will continuously grow and maintain rigorous standards of achievement for all students and student groups. Our overarching objective is to achieve or exceed state accountability standards for all student populations.

We are specifically focusing on sub-populations that missed federal accountability target indicators for the 2018-2019 school year (the last year of state accountability).

Creighton Elementary will continue to focus on meeting these needs. Data is disaggregated after each campus and district assessment by each subject, student group, teacher, and special population groups. 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.

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 collaboratively enter their lesson plans. Teachers include the objective being taught, the activity, and the check for understanding to measure the objective.

Student Achievement Strengths

Our percentage on STAAR Math for our white student group increased from 37% Meets to 40% Meets and from 13% Masters to 15% Masters. We continue to utilize researched based practices in math and look forward to continued growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are performing below expectations in the area of Reading (26% Meets and Masters 10%) with the number of kids who are Meets and Masters. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 2: HB 3 Early Literacy Proficiency: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 29% to 34%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 3 (Prioritized): Students are performing below expectations in the area of Math (31% 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 were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 4: HB 3 Early Literacy Proficiency: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Math from 32% to 37%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 5 (Prioritized): HB 3 Early Literacy Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at identifying/naming upper case and lower case letters at EOY will increase from 71% to 73% in English and 81% to 83% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 6: HB 3 Early Literacy Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at identifying/naming upper case and lower case letter sounds at EOY will increase from 81% to 83% in English and 98% to 100% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 7 (Prioritized): HB 3 Early Literacy Proficiency: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational skills at EOY will increase from 41% to 46% in English and 40% to 45% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 8: HB 3 Progress Measure Literacy Proficiency: Increase the percent of Kindergarten students that can read on or above grade level at EOY from 43% to 48% in English and 33% to 38% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 9: HB 3 Progress Measure Literacy Proficiency: Increase the percent of First Grade students that can read on or above grade level at EOY from 43% to 48% in English and 42% to 47% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 10: HB 3 Progress Measure Literacy Proficiency: Increase the percent of Second Grade students that can read on or above grade level at EOY from 39% to 44% in English and 45% to 50% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 11: HB 3 Progress Measures Math Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at counting sets at EOY will increase from 81% to 86% in English and 93% to 98% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 12: HB 3 Progress Measures Math Proficiency: Increase the percent of Kindergarten students that are on or above grade level in numeracy will increase from 45% to 50%. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 13: HB 3 Progress Measures Math Proficiency: Increase the percent of First Grade students that are on or above grade level in numeracy will increase from % to % in English and % to % in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 14: HB 3 Progress Measures Math Proficiency: Increase the percent of Second Grade students that are on or above grade level in numeracy will increase from %

to % in English and % to % in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

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: Staff did not feel there was adequate communication between administration and the staff prior to the 2020-2021 school year. Staff needs to grow in connecting and expressing professional actions to our campus goals. **Root Cause:** Staff was not able to express the connections between our professional practice and our campus goals.

Problem Statement 2 (Prioritized): Staff did not feel there was consistency in practice between classrooms on the campus prior to the 2020-2021 school year. This year, we are adding 16 new professional staff members and need to maintain the consistency practices established in 2020-2021 and this school year. **Root Cause:** We are adding 16 new professional staff members this school year.

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 Tri-County 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. We strive to have open communication between our school and community and look forward to increased partnerships.

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: 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 2: Students are performing below expectations in the area of Reading (26% Meets and Masters 10%) 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 were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: Staff did not feel there was consistency in practice between classrooms on the campus prior to the 2020-2021 school year. This year, we are adding 16 new professional staff members and need to maintain the consistency practices established in 2020-2021 and this school year.

Root Cause 1: We are adding 16 new professional staff members this school year.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 3: Students are performing below expectations in the area of Math (31% Meets and Masters 12%) with the number of kids who are Meets and Masters.

Root Cause 3: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: HB 3 Early Literacy Proficiency: Increase the percent of Pre-Kindergarten students that are proficient at identifying/naming upper case and lower case letters at EOY will increase from 71% to 73% in English and 81% to 83% in Spanish.

Root Cause 5: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 5 Areas: Student Achievement

Problem Statement 4: HB 3 Early Literacy Proficiency: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational skills at EOY will increase from 41% to 46% in English and 40% to 45% in Spanish.

Root Cause 4: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 4 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of 3rd & 4th grade students that score at the meets grade level or above on STAAR Reading from 29% to 34%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments

Strategy 1 Details

Strategy 1: Targeted professional development with detailed feedback provided by Teacher's College.

Strategy's Expected Result/Impact: ongoing progress

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, District Support Staff

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

Problem Statements: Student Achievement 1, 7

Funding Sources: Teacher's College - Title I - \$30,000

Strategy 2 Details

Strategy 2: Campus interventionist will pull small groups of students who can move from approaches to meets and meets to masters.

Strategy's Expected Result/Impact: Ongoing

Staff Responsible for Monitoring: Campus interventionist

Title I Schoolwide Elements: 2.4, 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 - **Targeted Support Strategy**

Problem Statements: Student Achievement 7

Funding Sources: Interventionist - Title I - \$77,746, Tutorials - State Comp Ed - \$11,806, Interventionist - ESSER - \$228,063

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students are performing below expectations in the area of Reading (26% Meets and Masters 10%) with the number of kids who are Meets and Masters.

Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Student Achievement

Problem Statement 7: HB 3 Early Literacy Proficiency: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational skills at EOY will increase from 41% to 46% in English and 40% to 45% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of 3rd & 4th grade students that score meets grade level or above on STAAR Math from 32% to 37% .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments

Strategy 1 Details
<p>Strategy 1: Targeted professional development with detailed feedback for Guided Math Project School.</p> <p>Strategy's Expected Result/Impact: ongoing progress</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, District Support Staff</p> <p>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 - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Guided Math Project School - ESSER - \$22,294, Guided Math Project School - Title I - \$8,000</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 3: Students are performing below expectations in the area of Math (31% 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 were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational skills at EOY will increase from 41% to 46% in English and 40% to 45% in Spanish.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MClass Data and BAS/SEL Reading Levels

Strategy 1 Details

Strategy 1: Targeted professional development with detailed feedback provided by Teacher's College.

Strategy's Expected Result/Impact: Ongoing Progress

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, District Support Staff

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 7

Funding Sources: Tutorials - State Comp Ed - \$11,806

Strategy 2 Details

Strategy 2: Interventionist will pull students that are below grade level in reading.

Strategy's Expected Result/Impact: Students that are 1 level below in reading will be on grade level by the end of the year.

Staff Responsible for Monitoring: Interventionist

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 - **Targeted Support Strategy**

Problem Statements: Student Achievement 7

Funding Sources: Spanish Books - Title III - \$7,500, Campus Books - Title I - \$30,000

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 7: HB 3 Early Literacy Proficiency: Increase the percent of Kindergarten through Second Grade students that score on or above benchmark in foundational skills at EOY will increase from 41% to 46% in English and 40% to 45% in Spanish. **Root Cause:** High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percent of Kindergarten-Second Grade students that have a 60% mastery or above in math early assessments will increase from beginning of the year assessments, 41%, to end of the year assessments, 60%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: K-2 Early Math Assessments

Strategy 1 Details
<p>Strategy 1: Intervention groups and fact fluency groups linked to the BOY K-2 math assessments.</p> <p>Strategy's Expected Result/Impact: Students increase their math assessment data from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Coaches and Administration</p> <p>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, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 3: Students are performing below expectations in the area of Math (31% 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 were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: The campus will maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: budget monitoring (local and federal)

Strategy 1 Details
<p>Strategy 1: Identify instructional and intervention support resources, requested by teachers, to enhance classroom instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: To ensure that students are making progress and advancing in BAS levels. Increase early literacy reading levels by 30% in grades K-2.</p> <p>Staff Responsible for Monitoring: Principal, ELA coach</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Increase the campus OHI from a 41 to 46.

Evaluation Data Sources: OHI

Strategy 1 Details
<p>Strategy 1: Have clear consistent communication across campus to help build more cohesive teams.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 2</p>

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Staff did not feel there was consistency in practice between classrooms on the campus prior to the 2020-2021 school year. This year, we are adding 16 new professional staff members and need to maintain the consistency practices established in 2020-2021 and this school year. Root Cause: We are adding 16 new professional staff members this school year.</p>

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Our campus will employ, develop, assign, and retain highly qualified staff to maximize learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Staff performance evaluations, walkthroughs

Strategy 1 Details
<p>Strategy 1: Our campus will plan and implement a "New to Creighton" Orientation called the Gathering to introduce new staff to our campus goals, beliefs, structures, and daily practices, and to ensure strong connections across the campus. The Gathering will include meeting with mentors and campus leadership staff monthly to address teacher needs and support professional growth.</p> <p>Strategy's Expected Result/Impact: Retention of highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, profession staff/mentors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$1,462,795</p>

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Staff did not feel there was consistency in practice between classrooms on the campus prior to the 2020-2021 school year. This year, we are adding 16 new professional staff members and need to maintain the consistency practices established in 2020-2021 and this school year. Root Cause: We are adding 16 new professional staff members this school year.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Staff will create and maintain strong partnerships with families, students, and staff with a focus on the social, emotional, physical, mental health, and highest level of learning for every child.

Strategy 1 Details

Strategy 1: Our campus will plan and implement at least two academic nights for parents and students to engage with targeted academic skills related to the needs of our students and providing home-school connections.

Strategy's Expected Result/Impact: Increase in parental involvement on our campus

Staff Responsible for Monitoring: Principal, Assistant Principals, professional staff

Title I Schoolwide Elements: 2.4, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support**

Strategy - Additional Targeted Support Strategy

Problem Statements: Student Achievement 1, 3, 5, 7

Funding Sources: Academic Night Materials - Title I - \$3,109

Strategy 2 Details

Strategy 2: The campus will implement a Community in Schools program to connect parents and students to community resources.

Strategy's Expected Result/Impact: Increased community and school connections

Addressed student needs

Staff Responsible for Monitoring: Principal, Professional Staff

Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1, 3

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students are performing below expectations in the area of Reading (26% Meets and Masters 10%) with the number of kids who are Meets and Masters.

Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 3: Students are performing below expectations in the area of Math (31% 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 were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.

Student Achievement

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Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: The campus will provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Foundations and STOIC checklists data to address the environment
Physical safety drills - fire, weather, etc.

Strategy 1 Details
<p>Strategy 1: Classroom environments will be monitored via walkthroughs conducted by administrators to ensure behavior and classroom procedures are conducive to a calm learning environment.</p> <p>Strategy's Expected Result/Impact: To minimize discipline incidents and keep students in the learning environment. Discipline referrals will decrease by 10% since the last school year.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Provide structured planning, routine staff development, detailed feedback, and action-based data meetings to maximize student learning.

Targeted or ESF High Priority

Evaluation Data Sources: Common Formative Assessments, Walkthroughs and Observations

Strategy 1 Details
<p>Strategy 1: Provide structure planning, routine staff development, detailed teacher feedback, and data meetings to target and address specific areas of need.</p> <p>Strategy's Expected Result/Impact: Increase teacher performance to support effective instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Culture and Climate 2</p> <p>Funding Sources: Campus Coaches - Title I - \$159,639, Teacher Supplies & Resources - Title I - \$21,929, Professional Development - Title I - \$10,000</p>

Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Staff did not feel there was consistency in practice between classrooms on the campus prior to the 2020-2021 school year. This year, we are adding 16 new professional staff members and need to maintain the consistency practices established in 2020-2021 and this school year. Root Cause: We are adding 16 new professional staff members this school year.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Provide staff development, detailed feedback, and action-based planning to ensure routine integration of technology.

Targeted or ESF High Priority

Evaluation Data Sources: Common Formative Assessments, Walkthroughs and Observations

Strategy 1 Details
<p>Strategy 1: Our campus will implement a designated technology instructional time during Specials for technology integration.</p> <p>Strategy's Expected Result/Impact: Increased student ability to utilize instructional technology</p> <p>Staff Responsible for Monitoring: Principal, professional staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Technology - Title I - \$4,000</p>
Strategy 2 Details
<p>Strategy 2: Our campus will implement technology training for tools such as Google Drive, Canvas, Eduphoria- online assessments, Mimeo, mClass, Dreambox, SeeSaw, etc.</p> <p>Strategy's Expected Result/Impact: Increased staff ability to utilize instructional technology, data, and assessment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, professional staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1, 3 - Culture and Climate 2</p> <p>Funding Sources: Dreambox - Title I - \$8,000</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expectations in the area of Reading (26% Meets and Masters 10%) with the number of kids who are Meets and Masters. Root Cause: High yield academic strategies that have been proven to increase student achievement were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.</p> <p>Problem Statement 3: Students are performing below expectations in the area of Math (31% 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 were implemented in the 2020-2021 school year across classrooms with fidelity. With 16 new professional staff members, our campus focus on fidelity and research-based practices must continue.</p>
Culture and Climate
<p>Problem Statement 2: Staff did not feel there was consistency in practice between classrooms on the campus prior to the 2020-2021 school year. This year, we are adding 16 new professional staff members and need to maintain the consistency practices established in 2020-2021 and this school year. Root Cause: We are adding 16 new professional staff members this school year.</p>

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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$11,806.00
1	3	1	Tutorials		\$11,806.00
3	1	1	General Education Teachers for At-Risk Students		\$1,462,795.00
Sub-Total					\$1,486,407.00
Budgeted Fund Source Amount					\$1,486,407.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher's College		\$30,000.00
1	1	2	Interventionist		\$77,746.00
1	2	1	Guided Math Project School		\$8,000.00
1	3	2	Campus Books		\$30,000.00
4	1	1	Academic Night Materials		\$3,109.00
5	1	1	Campus Coaches		\$159,639.00
5	1	1	Teacher Supplies & Resources		\$21,929.00
5	1	1	Professional Development		\$10,000.00
5	2	1	Technology		\$4,000.00
5	2	2	Dreambox		\$8,000.00
Sub-Total					\$352,423.00
Budgeted Fund Source Amount					\$352,423.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Spanish Books		\$7,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Interventionist		\$228,063.00
1	2	1	Guided Math Project School		\$22,294.00
Sub-Total					\$250,357.00
Budgeted Fund Source Amount					\$250,357.00
+/- Difference					\$0.00
Grand Total					\$2,096,687.00