

Conroe Independent School District
Creighton Elementary
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2022-2023 school year, Creighton Elementary met all three target areas:

Domain 1 - Student Achievement: 73

Domain 2 - School Progress: 82

Domain 3 - Closing Performance Gaps: 76

On the 2023 STAAR, the following scores for all grades show the percentage of students at the Meets and Masters Level:

Reading-Meets: 41%

Reading-Masters: 18%

Math-Meets: 46%

Math-Masters: 18%

While the campus showed overall growth, there are still focus areas for instructional growth in the Economically Disadvantaged, Emergent Bilingual, White and Hispanic subgroups, which scored similar to All Students. The area that was not similar to All Students was Special Education and needs to be targeted for more personalized learning in order to meet student group targets. Compared to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

Special Ed Meets Grade Level in Reading: 25%

Special Ed Meets Grade Level in Math: 22%

Student Achievement Strengths

Creighton Elementary continues to push students to the Meets level in all subjects.

In 2022 - 42% of all Students achieved the “Meets” in Reading and 46% of all Students achieved Meets in Math.

This was a 15% performance increase in Reading from 2022 and 10% increase in Math from 2022.

The White student group was 10% higher in Meets for both Reading and Math from 2022.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are performing below expectations in the area of 3rd & 4th grade Reading (44% Meets and Masters 18%) with the number of kids who are Meets and Masters. **Root Cause:** With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 2 (Prioritized): Students are performing below expectations in the area of 3rd & 4th grade Math (46% Meets and Masters 17%) with the number of kids who are Meets and Masters. **Root Cause:** In K-2, there is a need to focus on mathematical gaps that exist within student achievement utilizing vertical alignment between grade levels.

Problem Statement 3 (Prioritized): HB 3 Early Literacy Proficiency: 59% of Kindergarten through Second Grade students scored on or above benchmark in foundational reading skills at EOY. **Root Cause:** Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.

Problem Statement 4 (Prioritized): HB 3 Progress Measures Math Proficiency: 69% of Kindergarten through Second Grade Students are on or above grade level in numeracy. **Root Cause:** Students need more exposure to foundational math skills.

Problem Statement 5 (Prioritized): 73% of students showed growth in reading and 58% of students showed growth in math. **Root Cause:** Tracking student growth in reading and math must be consistent.

Problem Statement 6 (Prioritized): 23% of Special Education students are performing above expectations in the area of 3rd & 4th grade Special Education with the number of kids who are Meets and Masters. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as our special education population.

Culture and Climate

Culture and Climate Summary

The culture and climate at Creighton Elementary is important to the staff and the community. Teachers are members of committees on campus that allow them to have a voice in the decision-making process. There are two overarching committees that help facilitate the vision and mission of the campus. The committees are the *Curriculum Committee*, which makes decisions for our academics, and the *Foundations Committee*, which makes decisions for our campus-wide systems and expectations. Our PLC is designed to ensure that staff members can collaborate with, 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.

Based on our OHI scores from the 2022-2023 school year.

*Nine dimensions increased from 2021-2022 to the 2022-2023 school year

*The largest areas that increased were goal focus and innovativeness. These 2 areas went up over 10 points.

*Our number one strength was goal focus.

*Our number one improvement priority was autonomy.

Culture and Climate Strengths

Creighton Elementary utilizes two overarching committees and three sub committees to drive campus decisions. These 5 committees make decisions for the campus and allow for teacher voice. Administrators work closely with faculty and staff in decision-making.

The Foundations Committee oversees all operations.

The Curriculum Committee oversees all instruction.

The Social Committee helps facilitate a positive culture and celebrates staff each month. Staff members are recognized weekly in our campus newsletter, staff shout out boards, birthday recognition and Teachers Achieving Excellence.

The Parent Involvement Committee oversees many of our events with parents.

The Student Emotional Learning committee oversees students social and emotional learning.

Doing these things creates an environment where the staff members feel like they have a voice in making Creighton a great place to work.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): The platform for communication needs to be adapted and adjusted to meet the needs of a growing campus. **Root Cause:** Need to ensure that all new hires and movement of teachers to different grade levels receive the appropriate communication in a timely manner including those hired after the year begins.

Problem Statement 2 (Prioritized): Foundations procedures do not meet the needs of our current population. **Root Cause:** There is a need for timely changes to our current procedures particularly in common areas of the campus.

Problem Statement 3 (Prioritized): There is a concern for staff and student safety on campus. **Root Cause:** There is a need to be in frequent communication with our parents and

community regarding our safety procedures and what we do every day for our students.

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 weekly e-newsletter containing procedural and timely information about our school and messages from our Principal, Counselor, and additional support staff. Our front office/check-in area is welcoming and warm to receive visitors in a manner that reflects our campus atmosphere.

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

Discipline records are reviewed annually. Our focus is social/emotional learning and parental support through Community In Schools (CIS), and Tri-County services on campus continues to assist the campus with addressing behavioral, social/emotional, and academic needs of students.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, student academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays attuned 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 physical activity.

Parent and Community Engagement Strengths

Through a partnership with Tri-County and a parent liaison, we are better able to support the families of Creighton Elementary. Both of these support systems help provide the resources our families need so our students can grow in their academics. We have two Title 1 nights that center around academics, 1 cultural night that focuses on all the cultures we have represented at Creighton, and an active PTO that sponsors 4 parents nights (BINGO, movie night, Winter Dance and School Carnival).

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Student attendance was at 95.6% in 2022-2023. This is significantly below where we want to be. **Root Cause:** We have not allocated any staff to focus on attendance and communicate with parents about truancy.

Problem Statement 2 (Prioritized): Parental involvement with volunteering on campus has declined. **Root Cause:** Creighton has not had a formal parent volunteer program to solicit and engage parent volunteers.

Priority Problem Statements

Problem Statement 1: Students are performing below expectations in the area of 3rd & 4th grade Reading (44% Meets and Masters 18%) with the number of kids who are Meets and Masters.

Root Cause 1: With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students are performing below expectations in the area of 3rd & 4th grade Math (46% Meets and Masters 17%) with the number of kids who are Meets and Masters.

Root Cause 2: In K-2, there is a need to focus on mathematical gaps that exist within student achievement utilizing vertical alignment between grade levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: HB 3 Early Literacy Proficiency: 59% of Kindergarten through Second Grade students scored on or above benchmark in foundational reading skills at EOY.

Root Cause 3: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: HB 3 Progress Measures Math Proficiency: 69% of Kindergarten through Second Grade Students are on or above grade level in numeracy.

Root Cause 4: Students need more exposure to foundational math skills.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 73% of students showed growth in reading and 58% of students showed growth in math.

Root Cause 5: Tracking student growth in reading and math must be consistent.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: 23% of Special Education students are performing above expectations in the area of 3rd & 4th grade Special Education with the number of kids who are Meets and Masters.

Root Cause 6: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as our special education population.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: The platform for communication needs to be adapted and adjusted to meet the needs of a growing campus.

Root Cause 7: Need to ensure that all new hires and movement of teachers to different grade levels receive the appropriate communication in a timely manner including those hired after the year begins.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: Foundations procedures do not meet the needs of our current population.

Root Cause 8: There is a need for timely changes to our current procedures particularly in common areas of the campus.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: There is a concern for staff and student safety on campus.

Root Cause 9: There is a need to be in frequent communication with our parents and community regarding our safety procedures and what we do every day for our students.

Problem Statement 9 Areas: Culture and Climate

Problem Statement 10: Student attendance was at 95.6% in 2022-2023. This is significantly below where we want to be.

Root Cause 10: We have not allocated any staff to focus on attendance and communicate with parents about truancy.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Parental involvement with volunteering on campus has declined.

Root Cause 11: Creighton has not had a formal parent volunteer program to solicit and engage parent volunteers.

Problem Statement 11 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

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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 percentage of students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from 44% to 50% and on the 2024 TELPAS scores from 48% to 50%.

High Priority
HB3 Goal
Evaluation Data Sources: District Common Formative Assessments, Common Assessments and STAAR Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Vertical implementation of Benchmark Phonics Program in order to increase foundational literacy skills. Strategy's Expected Result/Impact: Student mCLASS scores in K-3 and QPS scores in 4th grade will increase. Staff Responsible for Monitoring: Administration and campus coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 3, 5, 6	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Accelerated learning groups and tutoring groups will occur during and after school. Strategy's Expected Result/Impact: Increased number of Meets and Masters students on the 2024 STAAR and TELPAS Assessments. Staff Responsible for Monitoring: Administration, campus coaches and RtI team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3, 5, 6 Funding Sources: Tutorials - Title I - \$3,000, K-12 Summit - Title III - \$11,346, Interventionist - State Comp Ed - \$86,827.40, Student Success Manager - Title I - \$80,188, Supplies - State Comp Ed - \$8,130.80	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide quarterly professional development to review student data, teach new strategies to grow students and create plans for small group using the new strategies. Strategy's Expected Result/Impact: Increased number of Meets and Masters students on the 2024 STAAR Assessment. Staff Responsible for Monitoring: Administration, campus coaches and classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1, 3, 5, 6 Funding Sources: ELA Coach - State Comp Ed - \$80,971.40, Books - Title I - \$30,000, Planning - Title I - \$10,000	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students are performing below expectations in the area of 3rd & 4th grade Reading (44% Meets and Masters 18%) with the number of kids who are Meets and Masters. Root Cause: With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.
Problem Statement 3: HB 3 Early Literacy Proficiency: 59% of Kindergarten through Second Grade students scored on or above benchmark in foundational reading skills at EOY. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.

Student Achievement

Problem Statement 5: 73% of students showed growth in reading and 58% of students showed growth in math. **Root Cause:** Tracking student growth in reading and math must be consistent.

Problem Statement 6: 23% of Special Education students are performing above expectations in the area of 3rd & 4th grade Special Education with the number of kids who are Meets and Masters. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as our special education population.





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 STAAR students that achieve the Meets level or above on the 2024 STAAR Math Assessment from 46% to 50%.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** District Common Formative Assessments, Campus Assessments, STAAR Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue year 3 implementation of Guided Math. Strategy's Expected Result/Impact: Increased student driven math instruction by through student talk and student thinking. Staff Responsible for Monitoring: Administration and campus coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2, 4, 5, 6 Funding Sources: Guided Math Consultant - Title I - \$15,000	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Accelerated learning groups and tutoring groups will be held during and after school. Strategy's Expected Result/Impact: Increased number of Meets and Masters students. Staff Responsible for Monitoring: Administration, coaches and Rtl team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 4, 5, 6 Funding Sources: Interventionist - Title I - \$80,188, Tutorials - Title I - \$3,000	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide quarterly professional development to review student data, teach new strategies to grow students and create plans for small group using the new strategies. Strategy's Expected Result/Impact: Increase the number of Meets and Masters students on STAAR. Staff Responsible for Monitoring: Administration, campus coaches and classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 2, 4, 5, 6 Funding Sources: Math Coach - State Comp Ed - \$82,435.40, 3rd Grade Math ESL Teacher 1 - State Comp Ed - \$74,298, Planning - Title I - \$10,000	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Students are performing below expectations in the area of 3rd & 4th grade Math (46% Meets and Masters 17%) with the number of kids who are Meets and Masters. Root Cause: In K-2, there is a need to focus on mathematical gaps that exist within student achievement utilizing vertical alignment between grade levels.
Problem Statement 4: HB 3 Progress Measures Math Proficiency: 69% of Kindergarten through Second Grade Students are on or above grade level in numeracy. Root Cause: Students need more exposure to foundational math skills.

Student Achievement

Problem Statement 5: 73% of students showed growth in reading and 58% of students showed growth in math. **Root Cause:** Tracking student growth in reading and math must be consistent.

Problem Statement 6: 23% of Special Education students are performing above expectations in the area of 3rd & 4th grade Special Education with the number of kids who are Meets and Masters. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as our special education population.





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 percentage of Kindergarten-Second Grade students that have 70% mastery or above in the Early Math Assessments from 66% to 76%.

High Priority
HB3 Goal
Evaluation Data Sources: Early Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide RtI for students performing 2 or more grade levels below on the Early Math Assessment. Strategy's Expected Result/Impact: Increase the percentage of students on grade level for basic foundational math skills. Staff Responsible for Monitoring: RtI Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Formative		
	Dec	Mar	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Provide quarterly professional development to review student data, to teach new strategies to grow students, and to create plans for small group using the new strategies. Strategy's Expected Result/Impact: Increase the percentage of students on grade level for basic foundational math skills. Staff Responsible for Monitoring: Administration, campus coaches and classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 4		Formative		
		Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: HB 3 Progress Measures Math Proficiency: 69% of Kindergarten through Second Grade Students are on or above grade level in numeracy. Root Cause: Students need more exposure to foundational math skills.

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 percentage of Kindergarten-Second Grade students that are on or above grade level in mCLASS from 45% to 60% and increase the percentage of Kindergarten-Second Grade students that are on or above grade level on BAS/SEL from 38% to 55% .

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS and BAS/SEL

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify and support students through RtI who are performing 2 or more grade levels below, according to BAS/SEL. Strategy's Expected Result/Impact: Increase the percentage of students on grade level for basic foundational reading skills. Staff Responsible for Monitoring: RtI Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Provide quarterly professional development to review student data, to teach new strategies to grow students, and to create plans for small group using the new strategies. Strategy's Expected Result/Impact: Increase the percentage of students on grade level for basic foundational reading skills. Staff Responsible for Monitoring: Administration, campus coaches and classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3		Formative		
		Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: HB 3 Early Literacy Proficiency: 59% of Kindergarten through Second Grade students scored on or above benchmark in foundational reading skills at EOY. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.

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 5: Increase the percentage of Pre-Kindergarten students that are on or above benchmark by 5%.

HB3 Goal
Evaluation Data Sources: CIRCLE Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: PK teachers will analyze their assessment data and use it to push into small groups. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Administration and PK teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
<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>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: HB 3 Early Literacy Proficiency: 59% of Kindergarten through Second Grade students scored on or above benchmark in foundational reading skills at EOY. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.

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	Formative Reviews		
Strategy 1: Identify and purchase instructional and intervention support resources to enhance classroom instruction and student achievement. Strategy's Expected Result/Impact: Teachers have the necessary resources to ensure that students are making progress and advancing in early math and reading skills. Staff Responsible for Monitoring: Administration and campus coaches Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 Funding Sources: Supplies - Title I - \$69,765	Formative		
	Dec	Mar	June
<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>			

Performance Objective 1 Problem Statements:

Student Achievement
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Problem Statement 4: HB 3 Progress Measures Math Proficiency: 69% of Kindergarten through Second Grade Students are on or above grade level in numeracy. Root Cause: Students need more exposure to foundational math skills.

Student Achievement

Problem Statement 5: 73% of students showed growth in reading and 58% of students showed growth in math. **Root Cause:** Tracking student growth in reading and math must be consistent.

Problem Statement 6: 23% of Special Education students are performing above expectations in the area of 3rd & 4th grade Special Education with the number of kids who are Meets and Masters. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as our special education population.

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 70 to 75.

Evaluation Data Sources: OHI

Strategy 1 Details	Formative Reviews		
Strategy 1: Have clear consistent communication across campus to help build more cohesive teams. Strategy's Expected Result/Impact: A cohesive campus with a common goal to grow all students. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
<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>			

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 1: The platform for communication needs to be adapted and adjusted to meet the needs of a growing campus. Root Cause: Ned to ensure that all new hires and movement of teachers to different grade levels receive the appropriate communication in a timely manner including those hired after the year begins.

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 recruit, develop, and retain highly qualified staff to maximize learning for all students.

Evaluation Data Sources: Staff performance evaluations, walkthroughs

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Retention of highly qualified staff Staff Responsible for Monitoring: Administration, instructional coaches, professional staff/mentors Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 1	Formative		
	Dec	Mar	June
<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>			

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: The platform for communication needs to be adapted and adjusted to meet the needs of a growing campus. Root Cause: Ned to ensure that all new hires and movement of teachers to different grade levels receive the appropriate communication in a timely manner including those hired after the year begins.





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 the highest level of learning for every child.

Evaluation Data Sources: Parent Contacts, Parent Conference Notes, Event Sign-in Sheets

Strategy 1 Details	Formative Reviews		
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. The PTO will continue to provide campus-wide events. Strategy's Expected Result/Impact: Increased parental involvement on our campus. Staff Responsible for Monitoring: Administration and campus staff Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2 Funding Sources: Parent Engagement Activities - Title I - \$3,573	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on increasing attendance from 95.6% to 96% for the 2023-24 school year through incentives and communication with parents. Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Administration and parent liaison Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Parent and Community Engagement 1 Funding Sources: Parent Liaison - Title I - \$34,924	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: A campus-wide parent volunteer program, "PAW Patrol," will be implemented on campus to increase parent involvement. Strategy's Expected Result/Impact: Parents are more engaged at school. Staff Responsible for Monitoring: Counselors and assistant principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 2	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Student attendance was at 95.6% in 2022-2023. This is significantly below where we want to be. Root Cause: We have not allocated any staff to focus on attendance and communicate with parents about truancy.
Problem Statement 2: Parental involvement with volunteering on campus has declined. Root Cause: Creighton has not had a formal parent volunteer program to solicit and engage parent volunteers.

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, Parent and Staff Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators and the behavior coach will complete classroom environment walkthroughs behavior to look for behavior and classroom procedures. Strategy's Expected Result/Impact: Decreased discipline incidents by 10% from the previous school year. Staff Responsible for Monitoring: Administration & campus behavior coach Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2 Funding Sources: Behavior Coach - Title I - \$87,055	Formative		
	Dec	Mar	June

Strategy 2 Details		Formative Reviews		
Strategy 2: The campus Foundations team will create systems around common areas on the campus to ensure a safe environment for all students and staff. Strategy's Expected Result/Impact: Decreased discipline referrals. Staff Responsible for Monitoring: All staff Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2		Formative		
		Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 2: Foundations procedures do not meet the needs of our current population. Root Cause: There is a need for timely changes to our current procedures particularly in common areas of the campus.

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 3: The campus will provide weekly communication to staff, students and parents.

Evaluation Data Sources: Weekly Newsletters, Social Media

Strategy 1 Details	Formative Reviews		
Strategy 1: A weekly newsletter will be sent to the parents reviewing campus procedures and important events on campus. A weekly newsletter will be sent to staff that addresses safety, instruction, special programs and any important events on campus. Strategy's Expected Result/Impact: Increased communication on campus with staff and parents. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Parent and Community Engagement 1, 2	Formative		
	Dec	Mar	June
<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>			

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Student attendance was at 95.6% in 2022-2023. This is significantly below where we want to be. Root Cause: We have not allocated any staff to focus on attendance and communicate with parents about truancy.
Problem Statement 2: Parental involvement with volunteering on campus has declined. Root Cause: Creighton has not had a formal parent volunteer program to solicit and engage parent volunteers.

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.

Evaluation Data Sources: Common Formative Assessments, Walkthroughs and Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that planning and data meetings are targeting high leverage TEKS and focused on student growth. Strategy's Expected Result/Impact: Increased teacher performance to support effective instruction. Staff Responsible for Monitoring: Principal, assistant principals, instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 - Culture and Climate 1	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development throughout the school year to grow teachers knowledge in content and Professional Learning Communities. Strategy's Expected Result/Impact: Increased teacher knowledge and team collaboration.	Formative		
	Dec	Mar	June

<p>Staff Responsible for Monitoring: Team leaders and administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1</p> <p>Funding Sources: Professional Development - Title I - \$29,405</p>			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students are performing below expectations in the area of 3rd & 4th grade Reading (44% Meets and Masters 18%) with the number of kids who are Meets and Masters. Root Cause: With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.</p>
<p>Problem Statement 2: Students are performing below expectations in the area of 3rd & 4th grade Math (46% Meets and Masters 17%) with the number of kids who are Meets and Masters. Root Cause: In K-2, there is a need to focus on mathematical gaps that exist within student achievement utilizing vertical alignment between grade levels.</p>
<p>Problem Statement 3: HB 3 Early Literacy Proficiency: 59% of Kindergarten through Second Grade students scored on or above benchmark in foundational reading skills at EOY. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.</p>
<p>Problem Statement 4: HB 3 Progress Measures Math Proficiency: 69% of Kindergarten through Second Grade Students are on or above grade level in numeracy. Root Cause: Students need more exposure to foundational math skills.</p>
<p>Problem Statement 5: 73% of students showed growth in reading and 58% of students showed growth in math. Root Cause: Tracking student growth in reading and math must be consistent.</p>
<p>Problem Statement 6: 23% of Special Education students are performing above expectations in the area of 3rd & 4th grade Special Education with the number of kids who are Meets and Masters. Root Cause: Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as our special education population.</p>
Culture and Climate
<p>Problem Statement 1: The platform for communication needs to be adapted and adjusted to meet the needs of a growing campus. Root Cause: Ned to ensure that all new hires and movement of teachers to different grade levels receive the appropriate communication in a timely manner including those hired after the year begins.</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.

Evaluation Data Sources: Common Formative Assessments, Walkthroughs and Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide increased number of devices for students in the classroom so that they have a variety of methods to internalize content knowledge. Strategy's Expected Result/Impact: Teachers will be able to engage more students in their learning. Staff Responsible for Monitoring: Administration and professional staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6	Formative		
	Dec	Mar	June
<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>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students are performing below expectations in the area of 3rd & 4th grade Reading (44% Meets and Masters 18%) with the number of kids who are Meets and Masters. Root Cause: With new reading professional staff members, our campus focus on fidelity and research-based practices must continue.
Problem Statement 2: Students are performing below expectations in the area of 3rd & 4th grade Math (46% Meets and Masters 17%) with the number of kids who are Meets and Masters. Root Cause: In K-2, there is a need to focus on mathematical gaps that exist within student achievement utilizing vertical alignment between grade levels.
Problem Statement 3: HB 3 Early Literacy Proficiency: 59% of Kindergarten through Second Grade students scored on or above benchmark in foundational reading skills at EOY. Root Cause: Students need a stronger foundation in reading skills and teachers need more training in best practices for improving reading skills.
Problem Statement 4: HB 3 Progress Measures Math Proficiency: 69% of Kindergarten through Second Grade Students are on or above grade level in numeracy. Root Cause: Students need more exposure to foundational math skills.

Student Achievement

Problem Statement 5: 73% of students showed growth in reading and 58% of students showed growth in math. **Root Cause:** Tracking student growth in reading and math must be consistent.

Problem Statement 6: 23% of Special Education students are performing above expectations in the area of 3rd & 4th grade Special Education with the number of kids who are Meets and Masters. **Root Cause:** Tracking demographic data gave us insight that our instruction was not equally reaching students with different needs, such as our special education population.

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

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 students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

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 with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those 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 Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

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

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student Success Manager		\$80,188.00
1	1	2	Tutorials		\$3,000.00
1	1	3	Planning		\$10,000.00
1	1	3	Books		\$30,000.00
1	2	1	Guided Math Consultant		\$15,000.00
1	2	2	Tutorials		\$3,000.00
1	2	2	Interventionist		\$80,188.00
1	2	3	Planning		\$10,000.00
2	1	1	Supplies		\$69,765.00
4	1	1	Parent Engagement Activities		\$3,573.00
4	1	2	Parent Liaison		\$34,924.00
4	2	1	Behavior Coach		\$87,055.00
5	1	2	Professional Development		\$29,405.00
Sub-Total					\$456,098.00
Budgeted Fund Source Amount					\$456,098.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	K-12 Summit		\$11,346.00
Sub-Total					\$11,346.00
Budgeted Fund Source Amount					\$11,346.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Interventionist		\$86,827.40
1	1	2	Supplies		\$8,130.80

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ELA Coach		\$80,971.40
1	2	3	3rd Grade Math ESL Teacher 1		\$74,298.00
1	2	3	Math Coach		\$82,435.40
Sub-Total					\$332,663.00
Budgeted Fund Source Amount					\$332,663.00
+/- Difference					\$0.00
Grand Total Budgeted					\$800,107.00
Grand Total Spent					\$800,107.00
+/- Difference					\$0.00