



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Creighton Elementary

Rating: D

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned: None

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE:

- All student groups will increase performance by 5% at the Meets passing standard on the STAAR in reading, math and writing.
- Academic growth will increase 7% in reading and math in Domain II and Domain III.
- For targeted support efforts - All students, Hispanic, White, and Economically Disadvantaged student groups will increase by 5% at the Meets passing standard in Domain III.

STRATEGY DESCRIPTION(S):

- All teams will utilize a standard lesson plan format and a Pre-Unit Planning sheet to ensure that all PLC meeting requirements and guiding questions are included, to deepen team's conversation.
- All teams will use a standard data protocol to ensure they are responding to their data within a 48 hour window, identifying TEKS that need to be retaught, and create intervention student groups to meet their individual needs.
- Summative assessment data (common assessments, District Benchmarks, District DCCs) on our student groups of Hispanic, White, Economically Disadvantaged, EL, and Special Ed. will be tracked in the content areas of reading, writing and math. This data will be discussed during grade level PLCs to assure these student groups are moving forward into the *Meets* and *Master* bands and that appropriate intervention plans are being developed to best meet their academic needs.
- Every classroom will maintain classroom goals to enhance the ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.

READING/ELA

PERFORMANCE OBJECTIVE:

- 80% of our all students will be reading on grade level by the end of the school year.
- 75% of all students will score Approaches Grade Level Standards on the STAAR reading.
- 45% will score Meets Grade Level Standards on the STAAR Reading assessment.



STRATEGY DESCRIPTION(S):

- All reading teachers will monitor growth of their students' BAS reading levels twice a month by using running records.
- Administration will conduct monthly *Reading Talks*, to support teachers in creating specific, targeted intervention plans for students not performing on level.
- All reading teachers will meet with an administrator to set a goal for the number of students he/she will guarantee to be on level in reading by the end of the year.

WRITING

PERFORMANCE OBJECTIVE:

- 75% of all students will score Approaches Grade Level Standards on the STAAR Writing assessment.
- 45% will score Meets Grade Level Standards on the STAAR Writing assessment.

STRATEGY DESCRIPTION(S):

- Increase the capacity of all writing teachers in the areas of conferring and small group writing instruction through campus "lab settings" conducted by our campus Literacy Coaches. The campus Literacy Coaches will weekly monitor conferring and small group instruction and support teachers through modeling, coaching cycles, conducting instructional rounds, participating in all writing planning and providing targeted training.
- Students' progress of composition development and grammar skills will be tracked at each grade level to ensure that writing instruction is taught.
- "Thin slicing" will be conducted by grade level teams at both the mid-point and end of each unit to identify progress on the writing concepts taught.

MATH

PERFORMANCE OBJECTIVE:

- 85% of all students will score Approaches Grade Level Standards on STAAR Math assessment.
- 45 % will score Meets Grade Level Standards on STAAR Math assessment.

STRATEGY DESCRIPTION(S):

- Development of a vertically-aligned problem solving method.
- All math teachers will continue to work on implementing Guided Math in their classrooms to strengthen their small group instruction to better meet the needs of all students. The campus Math Coach will weekly monitor this implementation and support teachers through modeling, coaching cycles, conducting instructional rounds, participating in all math planning and providing targeted training.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: 80% of all students will master their grade level Social Studies TEKS on district benchmarks and curriculum checkpoints.

STRATEGY DESCRIPTION(S):

- Utilize interactive notebooks to build students' schema on the various topics in Social Studies.
- Use project-based learning to support the learning of the Social Studies TEKS.

SCIENCE

PERFORMANCE OBJECTIVE: 80% of all students will master their grade level Science TEKS.

STRATEGY DESCRIPTION(S):

- Utilize interactive notebooks to build students' schema on the expected grade level content in Science.
- To support the learning of the TEKS, students will apply science concepts through the use of science language in an investigation or activity.



HEALTH

PERFORMANCE OBJECTIVE: 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

STRATEGY DESCRIPTION(S):

- Provide instruction that incorporates a high percentage of engaged time.
- Provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Ensure high quality Tier I Best Practices are being delivered with fidelity and consistency in every classroom through focused walk throughs conducted weekly by campus administrators and formal T-TESS observations.
- Each administrator will assist in the growth of developing teachers that fall into the lower tiers by following the “coaching-feedback” method as described in Leverage Leadership.
- Specific needs of targeted students will be identified to receive the appropriate interventions (Rtl, tutors, paras, Reading Teacher, teachers, grade level teams

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 95% in 2018/19 to 96% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE: To increase our attendance rate from 95% in 2018/19 to 96% in 2019/20.

STRATEGY DESCRIPTION(S):

- Every classroom will implement an attendance incentive program collaboratively created by the teacher and students.
- All teachers will call home the same day a child is absent.
- A school wide attendance incentive program will reward students every grading period according to certain criteria.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary
State Compensatory Education Funds
Title Funds
IDEA, Part B
Bilingual Allotment Funds
Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos



Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal, Assistant Principals, Counselor, Campus Instructional Coaches, District ELA Coach, District Math Coach, District Science Coach, District Social Studies Coaches, District Instructional Support Coach, District SDC Coach, District Life Skills Coach, Campus Leadership Team, Campus Core Team, All Campus Teachers

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Participate in CISD's job Fair each spring to recruit possible teachers.
- Assign a campus teacher mentor to any teacher new to Creighton Elementary to provide support and guidance.
- Provide bi-monthly staff developments based on school data and teacher surveys.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principals, Campus Instructional Coaches

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):

- Provide opportunities throughout the year for parents to participate in in order to provide them with information and tools on how they can support their child's learning such as Meet the Teacher, Parent Information Night, Open House, Fall/Spring Family Nights, STAAR Information Night and parent conferencing.
- Provide timely communication, in both English and Spanish, about campus initiatives (CIP), programs, meetings and activities through a variety of media sources such as newsletters, School Messenger, school website, fliers.
- Provide opportunities for parents to provide input/feedback to the school through means of mini-surveys and a spring annual parent survey. These results, along with academic data, will be used to help develop the school's Campus Improvement Plan which will be monitored and revised by the campus Leadership Team routinely throughout the year. The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
- Grow our Parent Volunteer Group into a PTO by the end of the school year.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website



Summative Evaluation information is current and accurate
Meet Performance Indicators for Campus
Project Manager Principal, School Counselor

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):

- Maintain a campus Safe Schools Committee to review, revise and oversee the implementation of the school’s ERIP to ensure it addresses the areas of safety control, crisis management, facilities management and health services.
- All staff will complete their assigned Safe Schools coursework to keep them abreast of how to responsibly respond to potential incidents that could occur within the school setting.
- Provide programs for student and staff awareness of sexual abuse, bullying and the danger of drugs, alcohol and tobacco to ensure all know how best respond to either keep one’s person safe or help prevent further negative results for others involved.
- Continue year two in Foundation’s Cohort 5 to refine our school-wide behavior expectations to ensure we are providing consistency and a safe learning environment for all staff and students.

Financial Resources Campus budget
Additional Resources Emergency operations plan
Monitoring Timeline Formative- November, January; Summative - July
Formative Evaluation Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation Clean safety audit
Project Manager(s): Principal, Assistant Principal, Safe Schools Committee

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):

- Work with our District Technology Coach to provide technology support to classroom teachers in implementing technology in the classroom that support all students in their learning and to grow teachers in their knowledge of technology.
- Increase student opportunities for utilizing technology across the curriculum.

Financial Resources Campus budget, Title Funds
Additional Resources Technology staff
Monitoring Timeline Formative - November, January; Summative - July
Formative Evaluation Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation Meet Performance Indicators for STaR Report
Project Manager(s): Principal, Assistant Principal, Campus Technology Liaison, District Technology Coach



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Goal 1: At-Risk & Special Populations, Strategy 3	Academic Tutorials	\$15,410.00	0.28
Goals 1-5	Gen Ed Teachers for At-Risk Students	\$1,190,362.00	21.00
	TOTAL SCE	\$1,205,772	21.28

TITLE I

Strategy	Activity	Funds Budgeted	FTE
Goal 1: All Student Populations, Strategies 1-5 Goal 1: Reading, Strategies 2 & 4 Goal 1: Writing, Strategies 1, 2 & 3 Goal 1: Math, Strategies 1 & 2 Goal 1: At-Risk & Special Populations, Strategy 3 Goal 2: Recruitment, Development & Retention of Staff, Strategy 3 Goal 5: Technology, Strategies 1-2	Instructional Support Academic Coaches/Teachers	\$223,257.00	4.06
Goal 1: All Students Populations, Strategy 3	Instructional Support Paraprofessionals	\$63,805.00	2.50
Goals 1-2, & 5: All strategies	Instructional Materials	\$18,098.00	0.00
Goals 1-2, & 5: All strategies	Staff Development	\$1,000.00	0.00
Goals 1-2, & 5: All strategies	Staff Development	\$3,000.00	0.00
Goal 3: Parents & Community, Strategies 1-4	Family Engagement	\$2,912.00	0.00
	TOTAL Title I	\$312,072.00	6.56



TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Goal 1: At-Risk & Special Populations, Strategy 3	Academic Tutorials	\$4,500.00	0.08
Goal 1: At-Risk & Special Populations, Strategy 3 Goal 5: Technology, Strategies 1-2	Technology	\$500.00	0.00
Goals 1-2, & 5: All strategies	Books	\$500.00	0.00
Goals 1-2, & 5: All strategies	Instructional Materials	\$2,500.00	0.00
	TOTAL Title III EL	\$8,000.00	0.08



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
Goal 3: Parents & Community, Strategy 3	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	Campus Improvement Plan (CIP)
Goal 3: Parents & Community, Strategy 3	The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.
Goal 3: Parents & Community, Strategy 3	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Goal 3: Parents & Community, Strategy 2	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
Goal 1	The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.
Goal 1	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.
Goal 1: At-Risk & Special Populations, Strategy 3	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.
Element 3	Parent and Family Engagement
Goal 3: Parents & Community, Strategy 3	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Goal 3: Parents & Community, Strategy 1	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Goal 3: Parents & Community, Strategy 2	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Creighton Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

67% scored Approaches Grade Level Standards
30% scored Meets Grade Level Standards
12% scored Masters Grade Level Standards

2019-2020 Goals:

74% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
20% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

65% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

74% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

64% scored Approaches Grade Level Standards
27% scored Meets Grade Level Standards
10% scored Masters Grade Level Standards

Focus Student Group: Special Education

39% scored Approaches Grade Level Standards
23% scored Meets Grade Level Standards
8% scored Masters Grade Level Standards

Focus Student Group: EL

65% scored Approaches Grade Level Standards
24% scored Meets Grade Level Standards
8% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

71% will score Approaches Grade Level Standards
34% will score Meets Grade Level Standards
17% will score Masters Grade Level Standards

Focus Student Group: Special Education

44% will score Approaches Grade Level Standards
29% will score Meets Grade Level Standards
12% will score Masters Grade Level Standards

Focus Student Group: EL

72% will score Approaches Grade Level Standards
31% will score Meets Grade Level Standards
12% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

63% scored Approaches Grade Level Standards
24% scored Meets Grade Level Standards
9% scored Masters Grade Level Standards

Focus Student Group: Special Education

30% scored Approaches Grade Level Standards
20% scored Meets Grade Level Standards
3% scored Masters Grade Level Standards

Focus Student Group: EL

63% scored Approaches Grade Level Standards
21% scored Meets Grade Level Standards
5% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

Focus Student Group: Special Education

35% will score Approaches Grade Level Standards
25% will score Meets Grade Level Standards
8% will score Masters Grade Level Standards

Focus Student Group: EL

75% will score Approaches Grade Level Standards
38% will score Meets Grade Level Standards
18% will score Masters Grade Level Standards

WRITING

2018-2019 Performance:

2019-2020 Goals:



Economically Disadvantaged Students

52% scored Approaches Grade Level Standards

12% scored Meets Grade Level Standards

2% scored Masters Grade Level Standards

Focus Student Group: Special Education

35% scored Approaches Grade Level Standards

18% scored Meets Grade Level Standards

12% scored Masters Grade Level Standards

Focus Student Group: EL

50% scored Approaches Grade Level Standards

9% scored Meets Grade Level Standards

3% scored Masters Grade Level Standards

Economically Disadvantaged Students

60% will score Approaches Grade Level Standards

20% will score Meets Grade Level Standards

17% will score Masters Grade Level Standards

Focus Student Group: Special Education

40% will score Approaches Grade Level Standards

23% will score Meets Grade Level Standards

17% will score Masters Grade Level Standards

Focus Student Group: EL

60% will score Approaches Grade Level Standards

16% will score Meets Grade Level Standards

10% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

72% scored Approaches Grade Level Standards

38% scored Meets Grade Level Standards

15% scored Masters Grade Level Standards

Focus Student Group: Special Education

50% scored Approaches Grade Level Standards

28% scored Meets Grade Level Standards

13% scored Masters Grade Level Standards

Focus Student Group: EL

73% scored Approaches Grade Level Standards

36% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

77% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

26% will score Masters Grade Level Standards

Focus Student Group: Special Education

54% will score Approaches Grade Level Standards

32% will score Meets Grade Level Standards

17% will score Masters Grade Level Standards

Focus Student Group: EL

80% will score Approaches Grade Level Standards

43% will score Meets Grade Level Standards

20% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: EL

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: Special Education

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: EL

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: Special Education
n/a% scored Approaches Grade Level Standards
 % scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards
Focus Student Group: EL
n/a% scored Approaches Grade Level Standards
n/a% scored Meets Grade Level Standards
n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students
n/a % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards
Focus Student Group: Special Education
n/a % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards
Focus Student Group: EL
n/a % will score Approaches Grade Level Standards
 % will score Meets Grade Level Standards
 % will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		All, Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored)
Achievement Math		All, White, English Learners (Current/Monitored)
Growth Reading		All, Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored)
Growth Math	American Indian, Economically Disadvantaged, Special Education	White, Economically Disadvantaged, Special Education
Student Success		All, Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored)
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

NON-DISCRIMINATION STATEMENT

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