

# College Station Independent School District

## Campus Improvement Plan for Creek View Elementary 2019-2020



The mission of the administration, faculty, and staff of Creek View Elementary is to provide a safe and caring environment in which every child is respected and is given the opportunity to grow and develop a desire for learning. Our school family provides a safe and positive environment based on Conscious Discipline, where appropriate behaviors are taught and modeled. We utilize purposeful instruction to ensure that learning is engaging and that all students show academic growth. We believe in the importance of positive connections with our community, parents, students, and one another. At Creek View Elementary, we put students first each and every day.

**CSISD Mission Statement**  
Success Each Life, Each Day, Each Hour

**CSISD Vision**

All learners in CSISD will be afforded real world, challenging, authentic experiences that develop their creativity, confidence, and competence in a safe and healthy learning environment that celebrates diversity through meaningful relationships.

Together, as a community, we will work to prepare our students to meet the needs of their future success each life, each day, each hour.

**CSISD Board Commitments**

CSISD will ...

- Recruit, develop, and retain qualified and dedicated staff.
- Provide a challenging, relevant, engaging and aligned curriculum.
- Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.
- Create classroom and campus cultures that involve each family.
- Commit to the responsible use of taxpayer resources.

**Goals**

1. Recruit, develop, and retain qualified and dedicated teachers and staff.
2. Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner.
3. Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential.
4. Create classroom and campus cultures that involve each family.
5. We will fully utilize resources to meet the needs of all students.

# Table of Contents

<b>Executive Comprehensive Needs Assessment Summary</b> .....	<b>4</b>
<b>Data used for Comprehensive Needs Assessment</b> .....	<b>9</b>
<b>Goals</b> .....	<b>10</b>
<b>Goal 1, Objectives and Activity Statements - Recruit, develop, and retain qualified and dedicated teachers and staff</b> .....	<b>10</b>
<b>Goal 2, Objectives and Activity Statements - Provide a challenging, relevant, engaging and aligned curriculum to achieve the profile of a learner</b> .....	<b>14</b>
<b>Goal 3, Objectives and Activity Statements - Provide an array of services, programs and opportunities to meet the emotional, social, physical, and academic needs of each student, and provide the opportunity for each student to reach his or her full potential</b> .....	<b>19</b>
<b>Goal 4, Objectives and Activity Statements - Create classroom and campus cultures that involve each family</b> .....	<b>24</b>
<b>Goal 5, Objectives and Activity Statements - We will fully utilize resources to meet the needs of all students</b> .....	<b>26</b>
<b>District Professional Development Plan</b> .....	<b>27</b>
<b>Campus Improvement Plan Members 2018-2019</b> .....	<b>27</b>
 <b><u>District Improvement Plan Acronyms &amp; Definitions Sheet</u></b>	

**Executive Comprehensive Needs Assessment Summary**

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the campus?)
<b>Demographics</b>	<p>Creek View is a diverse campus of over 535 students. In addition to our general education program, we host the special services CASL program. Our student population summary is as follows:</p> <p>African American: 21.9%                      Hispanic: 18.1%                      White: 49.6%                      Asian: 6.1%                      Native American: .7%                      2 or more races: 3.7%                      Economically Disadvantaged: 39.9%                      English Language Learners: 6.0%                      Special Education: 14.6%                      GT: 6.8%                      Mobility Rate: 13.5%</p>	<p>We have had student growth in the following populations this past year: African American, Special Education, Economically Disadvantaged students.</p> <p>Closing the achievement gap between high performing and low performing students in those demographics continues to be a need on our campus.</p> <p>Some of our low socioeconomic students have experienced violence, trauma and homelessness, thus the students have high needs in areas of social emotional learning.</p>	<p>Examining data from our targeted subgroups and using this data to drive instruction</p> <p>Staff development which addresses working effectively with the targeted subgroups</p> <p>Increase the communication and involvement of families from the targeted subgroups</p> <p>Establish a systematic process for welcoming and acclimating new students to the campus</p>
<b>Student Achievement</b>	72% of students were performing	Lower performance in All Subjects	Implementation of required

	<p>at the approaches standard or above in math and reading on the state assessment (STAAR).</p> <p>21% of our students performed at the Masters Grade Level standard on the state assessment.</p> <p>Students are successful competing at the district level in UIL events.</p> <p>Students are highly involved in the Fine Arts program through performances and district shows.</p>	<p>category of African Americans (43%), Hispanic (68%) and low socioeconomic (50%) populations in state assessments in math and reading.</p> <p>44% of all students are at the Meets Grade Level standard</p> <p>Approximately 20% of our K-2 students are reading below grade level.</p> <p>Student Growth Data for 2019: Math/ELA = 110/208 points Reading = 50.5/104 Math = 59.5/104</p> <p>State Report Card ratings as follows:</p> <ul style="list-style-type: none"> <li>● Student Achievement Domain 1: 74/C</li> <li>● School Progress Domain 2: 60/D</li> <li>● Closing the Gaps Doman 3: 50/F</li> <li>● Overall: 67/D</li> </ul> <p>Math and Reading progress continue to be areas of need to focus upon.</p>	<p>instructional minutes to ensure equal access to all content</p> <p>Student goal setting for students to track their own learning for home and in school</p> <p>Using data to focus on effective instructional strategies and interventions.</p> <p>Usage of MAP Assessment data to guide intervention and instruction</p> <p>Implementation of a consistent Rtl process</p> <p>Implementation of effective Tier 1 &amp; 2 intervention strategies</p> <p>Using Instructional Coaching to refine classroom practice</p> <p>Focus on small group instruction within the general education classroom for Tiers 1 and 2</p> <p>Increase opportunities for student leadership (Examples: Student Council, Running Club, K-4 students in the K Club, Show Choir, etc...)</p> <p>Explore and implement student led conferences at grades 3 and 4</p>
<b>Curriculum and Instruction</b>	Teachers are accountable for	Balanced literacy training and	Training teachers on the UbD

<p><b>Documents</b></p>	<p>following the district scope and sequence</p> <p>Teachers implemented weekly core content planning sessions</p>	<p>implementation</p> <p>Small group instruction in math and reading</p> <p>Student mastery of content</p> <p>Relevant, purposeful, aligned and differentiated activities</p>	<p>curriculum documents</p> <p>Training and implementation of a balanced literacy program and a consistent writing process</p> <p>Implementation of minutes to ensure equal access to all content</p> <p>Lesson Plans submitted weekly with administrator feedback (<i>TEKS and activities listed out, stations, assessment</i>)</p> <p>Invite C&amp;I coordinators to attend planning meetings.</p> <p>Provide opportunities for teachers to do instructional rounds or watch video of exemplar instruction in their colleagues' classrooms</p> <p>Extended planning sessions</p> <p>Using a variety of data to ensure strong Tier 1 instruction</p> <p>Full UbD unit instruction with a performance assessment</p>
<p><b>Culture and Climate</b></p>	<p>Creek View Elementary has a very warm family atmosphere where staff members deeply care about their students. The staff has worked for the past few years on refining the social and emotional learning for students. Staff</p>	<p>Strategies to work with students in poverty, especially the new Southgate students</p> <p>Additional tools/strategies, training and support is needed for classroom teachers to deal with significant behavior issues</p>	<p>Volunteer book study on the book <u>Culturize</u></p> <p>Continue refining Beyond the Classroom committees.</p> <p>Implement Restorative Practices</p>

	<p>members are trained in Conscious Discipline, Safe and Civil Schools, and additional SEL topics.</p> <p>Instituted:</p> <ul style="list-style-type: none"> <li>- Weekly morning assembly</li> <li>- Positive behavior referrals</li> <li>- Classroom morning meetings focusing on positive character traits</li> <li>- Mentor program</li> </ul> <p>Beyond the Classroom Committees were implemented to increase staff involvement in social activities.</p>		<p>School-Wide Expectations Refined and Implemented</p> <p>Weekly grade level assemblies/morning meetings in the Pods</p> <p>Campuswide CHAMPS training</p>
<p><b>Staff Quality and Retention</b></p>	<p>Staff members are able to take part in choice based professional development sessions that aligned to their instructional goals.</p> <p>Staff members are interested in leadership opportunities, obtaining graduate degrees, or are volunteers for campus and district-based committees</p>	<p>Support for ensuring that best Tier 1 strategies are being implemented in classrooms</p> <p>Providing teachers access to more training and development of their skills</p>	<p>Utilize Instructional Coach and Interventionists to help train and improve teacher quality as well as help retain teachers.</p> <p>Utilize Hoonuit training to strengthen teacher knowledge and Tier 1 instructional skills.</p> <p>Implement Restorative Practices to help improve teachers' positive relationships with students.</p> <p>Whole group staff development sessions that focus on campus expectations and needs.</p> <p>Conduct <u>Data Wise</u> and <u>The Power of Positive Teams</u> book</p>

			<p>studies with the Core Leadership team</p> <p>Provide Lead4ward leadership and data analysis training</p>
<b>Technology</b>	<p>Accountable for utilizing the beginning phases of Schoology or Seesaw for teachers to communicate with parents as well as staff</p> <p>Utilized applications on iPad to increase student engagement</p>	<p>Integration of technology into daily classroom instruction</p> <p>Increased use of Schoology/SeeSaw</p>	<p>Set clear expectations for Year 2 Schoology implementation.</p> <p>Increase professional learning in Schoology and Hoonuit</p> <p>Utilize Nearpod resources in classrooms</p> <p>Increase integration of technology in instruction</p>
<b>Family/Community Involvement</b>	<p>Watch D.O.G.S. program continued to have involvement on the campus.</p> <p>Numerous parents involved in various school-wide activities</p> <p>Parents Matter had an increased number of attendees from the year before</p> <p>Family Fun Night was a huge success</p> <p>Began using Schoology to communicate with parents</p>	<p>Revise PTO processes</p> <p>Increase participation in volunteer activities on campus</p> <p>Grow the Watch D.O.G.S. program to get more involvement from volunteers</p> <p>Improve communication to parents from staff and PTO</p>	<p>Utilize School Messenger and Schoology to share out PTO meeting dates as well as various school-wide events</p> <p>Increase Watch D.O.G.S. involvement as well as provide training for dads and educators on expectations</p> <p>Sponsor School-wide events (Back to School Bash, Literacy Cafe, Math Night, STEM Night, Family Fun Night)</p> <p>Establish a Community Outreach Committee to bridge our school family communities together</p> <p>Increase outreach to economically</p>



			disadvantaged families  Host the Dinosaur George Museum Exhibit with a night event for families  Produce a school newsletter for families at least twice a semester
--	--	--	---

**Data Used for Campus Comprehensive Needs Assessment**

STAAR	TEMI	
AVMR	District Benchmark Assessments	TELPAS
PBMAS Report	TAPR (Texas Academic Performance Report)	Accountability Report
Failure Rates	CSISD Belief Statements	CSISD Vision
CSISD Learner Profile	CSISD Educator Profile	CV Mission Statement
Community and Business Partnerships/Input	Administrator/Staff Input	Educator Evaluations and goal setting
Reading Levels	Word Study/Phonics	Student Growth Measure Data
Attendance	PEIMS Discipline	Rtl
Teacher Retention	Student Intervention Team data	Special Education IEP progress
Referral Data	Counselor Input on Mental Health	GT Identification
Curriculum Documents	Professional Development Feedback	Demographics
Staff Survey Data		

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 1</b>				<b>Embed supports for teachers of culturally and linguistically diverse students in order to decrease the achievement gap and retain teachers at higher cultural and linguistically diverse campuses.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct. May	Feb.		
<b>1. Design and implement staff development sessions which address working effectively with targeted subgroups</b>	Campus Administration, Instructional Coach, Math and Reading Interventionists, Counselor	Research based practices	Aug, 2019 - Feb. 2020	African American and Economically Disadvantaged students	Student Growth Measure Progress, STAAR Scores, staff development sign in sheets				
<b>2. Train teachers on how to use TELPAS data to target levels of performance for ELL students</b>	ESL specialist	Data training	Aug-Sept 2019	ELL students	TELPAS data, at least 90% of ELL will move at least one level on their composite rating				
<b>3. Embed ELPS activities into differentiated math and reading stations</b>	ESL specialist, classroom teachers	Curriculum documents, ELPS, extended planning sessions	August 2019-May 2020	ELL Students	Student Growth Measure, TELPAS data, Lesson Plans, Walk through data				

Board Approval Date: 9-17-2019

<b>4.Instructional coaching will be designed and provided to support instructional strategies in the classroom</b>	Campus administration, Campus Instructional Coach	Results Based Coaching training	July 2019- May 2020	CV staff being coached	Lesson Plans, walk through data, student growth measure				
<b>5.Provide training and coaching in the UbD curriculum documents</b>	Campus administration, C&I staff, Instructional Coach, Interventionists	Curriculum documents, training provided by C&I	August 2019 - May 2020	CV staff	Lesson Plans, staff development sign in sheets, planning session discussion				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

<b>Goal: 1</b>				<b>Recruit, develop, and retain qualified and dedicated staff.</b>					
<b>Objective: 2</b>				<b>Provide professional development that is responsive to individual needs of stakeholders</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews			Supported by State or Federal Funds
						Oct. May	Feb.		
<b>2.Utilize Hoonuit training to strengthen teacher knowledge and Tier 1 instructional skills.</b>	Campus technology facilitator	Hoonuit website access and training	August 2019 - May 2020	CV staff	Hoonuit usage reports				
<b>3.Provide book study on <u>Culturize</u></b>	Instructional Coach, classroom teachers	<u>Culturize</u> by Jimmy Casas, Flip Grid	June 2019 - August 2020	CV staff who are interested in participating	Flip Grid discussion board, teacher reflection/survey data, EOY survey data				
<b>4.Participate in Restorative Practices training - Phase 1</b>	C&I, campus administration, RP presenters	Restorative Practices training	August 2019 - May 2020	CV staff	Staff development sign in sheets, walk through data, SIT behavior meeting data, behavior progress monitoring				

<b>5. Provide opportunities for professional development regarding Social Emotional needs to all teachers, administrators, and staff.</b>	SELT, counselor, campus administration	Restorative Practices materials, CHAMPS, Conscious Discipline	August 2019 - May 2020	CV staff	Staff development sign in sheets, walk through data to observe implementation				
<b>6. Train elementary teachers on the Rtl process for efficient implementation</b>	C&I, campus administration, Interventionists	Flowchart, new Rtl forms	August/ September 2019	CV staff	SIT meeting documentation, walk through data, staff development sign in sheets,				
<b>7. Develop teacher leadership through training and opportunities for current staff</b>	Campus administration, Instructional Coach	Staff development materials, facilitation of book study, Flip Grid, Hoonuit, Schoology	August 2019- May 2020	CV staff	Staff development sign in sheets, EOY survey data				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 1</b>				<b>Design robust written, taught, and assessed curriculum in core content areas that includes the components of transfer, year at a glance, scope and sequence, priority standards, enduring understandings, essential questions, assessments, unit plans, model lessons and resources.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb. May</b>		
<b>1.Lesson plans submitted each week with administrator feedback.</b>	Classroom teachers, Campus administration	Google Drive, format examples	August 2019 - May 2020	CV teachers	Checklist of lesson plans turned in, Walk through data				
<b>2.Invite C&amp;I coordinators to attend weekly planning.</b>	Campus administration	Google Calendar	September 2019 - April 2020	C&I coordinators , Chief Academic Officer	Attendance at meetings, completion of feedback form				

Board Approval Date: 9-17-2019

<b>3. Provide opportunities for extended planning sessions</b>	Campus administration	Google Calendar, Agenda of meeting, meeting expectations	October 2019, February 2020, April 2020	CV teachers	Meeting notes, lesson plans, staff planning sign in sheets				
<b>4. Focus on small group instruction training and implementation within the general education classroom for Tiers 1 and 2</b>	Campus administration, instructional coach, interventionists	Teacher models, instructional rounds, video of exemplar lessons	August 2019 May 2020	CSISD staff, all students	Student growth measure, STAAR, classroom data, number of students receiving Tier 3 instruction, walk through data				
<b>5. Purposeful, engaging and aligned activities are designed and implemented in stations</b>	Classroom teachers, interventionists	Teacher models	August 2019 May 2020	CV staff, all students	Student growth measure, lesson plans, walk through data				
<b>6. Maximize teaching time - adhere to required minutes for ELA, Math, Science, Social Studies</b>	Campus administration, Classroom teachers	Teacher schedules	August 2019 May 2020	All students, CV staff	Student growth measure, lesson plans, walk through data, schedules				
<b>7. Provide professional development in guided reading</b>	C&I, campus administration, Instructional coach, Reading interventionist	HMH textbook adoption training, research based practices	August 2019- May 2020	CV staff	Student growth measure, lesson plans, walk through data, staff development sign in sheets				



<b>8.Implementation of UbD Stages 2 and 3 curriculum documents</b>	Classroom teachers, Campus administration	UbD implementation training	August 2019 May 2020	CV staff	Lesson plans, walk through data				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>					
<b>Objective: 2</b>				<b>Use a variety of data to ensure strong Tier I instruction</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
<b>1.Analyze data to make curriculum instruction adjustments</b>	Classroom teachers, Campus administration, Interventionists	Tier 1 assessments, MAP assessments	October 2019, January 2020, April 2020	All students	Lesson plans, student growth measure, walk through data				

<b>2. Analyze data to address gaps in performance of underperforming groups</b>	Classroom teachers, Interventionists, Campus administration	Student data	September 2019 - May 2020	Tier 2&3 students	Student growth measure				
<b>3. Collect beginning, middle, and end of year writing samples K- 4, score and calibrate across the grade levels</b>	Campus administration and reading interventionist	Writing Rubric, writing samples	October, January, April	All students	Writing samples, student growth measure				
<b>4. Complete AVMR assessment on all Tier 2 and 3 students and design intervention strategies to meet the identified needs</b>	Classroom teachers, math interventionist	AVMR training, AVMR kits	August 2019 - May 2020	Tier 2 & 3 students	Student Growth Measure Progress, mastery of intervention goals				
<b>5. Design a systematic way of looking at campus data</b>	Campus administration, Interventionists, Instructional Coach, Classroom teachers	<u>Data Wise &amp; Student Centered Coaching</u> book studies, Kid Conferences, Data Wall, MAP assessment data	September 2019, December 2019, February 2020, May 2020	All students	Completed data wall, meeting notes				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

<b>Goal: 2</b>				<b>Provide a challenging, relevant, engaging and aligned curriculum.</b>			
<b>Objective: 3</b>				<b>Integrate a variety of technology in the curriculum to enhance instruction and to increase educator and student proficiency and learner voice and choice.</b>			
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>  Oct. May      Feb.	<b>Supported by State or Federal Funds</b>

Board Approval Date: 9-17-2019

<b>1.Explore and offer online options for training in TBSI</b>	Campus administration, Special Services department	Online training from Region Service Centers	September 2019-March 2020	All students	Certificates of completion and staff development sign in sheets				
<b>2.Provide training for implementation of current technology into instruction</b>	CTF	Technology training	September 2019 - April 2020	CV staff	Staff development sign in sheets, walk through data to document integration into instruction, EOY survey data				
<b>3.Embed campus professional development into the Schoology platform</b>	CTF, Campus administration	Schoology, technology training materials	August 2019- May 2020	CV staff	Certificates of completion, session evaluation survey data				
<b>4.Communicate campus expectations for the use of Schoology</b>	Campus administration, CTF	List of expectations	August 2019	CV staff	Staff development sign in sheets				
<b>5.Administer MAP online assessments</b>	Campus administration, Interventionists, classroom teachers	MAP training, necessary technology	September, January, May	All students	Student growth measure, STAAR scores				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

<b>Goal: 3</b>				<b>Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.</b>					
<b>Objective: 1</b>				<b>Expand learning options within the campus.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
<b>1.Begin student goal setting for students in 1-4 grade to track their own learning</b>	Campus administration , instructional coach, interventionists, classroom teachers	Student Goal Sheets, Running Records, MAP Assessment	August 2019-May 2020 and checking in every 9 weeks	All	Student growth progress measure, MAP assessments				
<b>2.Pod assemblies/ Campus wide daily morning assembly</b>	Campus administration , counselor	Counselors Social and Emotional Curriculum	Weekly August 2019-May 2020	All Students	Teacher and Student Feedback				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal 3:</b>	<b>Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.</b>
<b>Objective: 2</b>	<b>Develop a system of supports for students' social-emotional needs.</b>

Board Approval Date: 9-17-2019

<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
<b>1. Provide CPI training for all Special Education staff members</b>	SpEd staff, District CPI trainers	CPI training materials	August 2019- December 2019	Special Education Staff Members	Sign-In Sheets, Completed Training Certificate				
<b>2. Provide monthly guidance lessons which meet the academic needs of our CV student diversity</b>	Counselor, Administration	Counselor Curriculum	August 2019-May 2020	All Students	Lesson plans, staff feedback, student feedback				
<b>3. Develop procedures and guidelines for in school suspension which include intervention strategy plans for Tier 2 and 3 students</b>	Campus Admin, Counselor, Diag, LSSP, Special Services, Sped Teachers	Restorative Practices, RTI Manual	September 2019	Tier 2 and Tier 3 Students	Completed Plans, Behavioral Data, Staff Feedback				
<b>4. Provide Tier 2 and 3 behavior training for all instructional staff working with students who demonstrate challenging behaviors</b>	Director of Special Services, Psychological Team, Campus Administration	CPI, TBSI, FBA/BIP development training, Evidence-based resources & interventions	August 2019-May 2020	Rtl Behavior, Special Services	Rtl records; Eduphoria records, Sign in sheets, SIT meeting minutes				

<b>5.Explore activities to implement which will increase opportunities for student leadership</b>	Teacher leaders, campus administration, GT specialist	K-Kids? Student Council	Sept 2019-May 2020	All Students?	Student Feedback, Staff Feedback				
<b>6.Implement Restorative Practices into classroom instruction</b>	Creek View Staff, Campus Admin	Restorative Practices Staff Members	August 2019-May 2020	All Students	Walk-Throughs				
<b>7.Refine and implement school wide expectations for common areas</b>	Creek View staff, Campus Admin	CHAMPS, Conscious Discipline, Restorative Practices	August 2019-May 2020	All Students	Walk-Throughs , Staff Surveys	Creek View staff, Campus Admin			
<b>8.Design a program to welcome and acclimate new move in students to Creek View</b>	Campus Administration, Counselor, SELT, Office staff	Student/Family Information folder	August 2019 - May 2020	Move in students	Parent Survey				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

<b>Goal 3:</b>				<b>Provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.</b>					
<b>Objective: 3</b>				<b>Improve outcomes for students receiving Tier 2 and 3 intervention.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct. May</b>	<b>Feb.</b>		
<b>1. Provide training for all staff who support students in inclusive settings</b>	Director for Special Services, Assistant Director for Special Services, Instructional Coordinators	Training module, Trainers	August 2019-May 2020	All	Schoology records; sign in sheets				
<b>2. Improve the academic performance of students in special education in all core academic areas</b>	Campus Administration, C&I, SPED Teachers, Core Content Teachers	Increased and improved inclusive practices, , Individualized Accelerated Instruction Plans	August 2019-May 2020	Special Education	Progress Reports, STAAR, MAP, Running Records, Student Growth Measure				



<b>3. Implement research based effective tier 2 and 3 strategies</b>	Classroom Teachers, Interventionists, Campus Admin, SPED Teachers	Special Services, RTI Manual, Curriculum Documents, C&I Coordinators	August 2019 - May 2020	Tier 2 and Tier 3 students	Progress Reports, STAAR, MAP, Running Records, Student Growth Measure				
<b>4. Implement a systemic RtI process aligned with district expectations</b>	Classroom Teachers, Interventionists, Campus Admin, SPED Teachers	Special Services, RTI Manual, Curriculum Documents, C&I Coordinators	August 2019 - May 2020	Tier 2 and Tier 3 students	Progress Reports, STAAR, MAP, Running Records, Student Growth Measure				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

<b>Goal 4</b>				<b>Create classroom and campus cultures that involve each family.</b>					
<b>Objective 1</b>				<b>Increase family involvement in district and campus activities and opportunities.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>			<b>Supported by State or Federal Funds</b>
						<b>Oct.</b>	<b>Feb.</b>	<b>May</b>	
<b>1. Provide parent training which addresses digital citizenship and cyberbullying</b>	CTF, Counselor, computer teacher, campus admin	District-Wide resources	Sept/Oct	All Families	Parent Survey, Sign In Sheets				
<b>2. Establish a Community Outreach Committee to plan events for the CV school family</b>	Campus administration, classroom teachers	Community members	Summer 2019	All families	Attendance at events				

<b>3. Plan and implement a Back to School Bash before the school year begins to welcome back families</b>	Community Outreach Committee, PTO, Campus admin	Flyers, School Messenger	August	All Families	Attendance				
<b>4. Utilize School Messenger and Schoology to share out PTO meeting dates as well as various school wide events</b>	-Campus Admin -PTO	-Schoology -School Messenger	August-May	All Families	Parent Survey, Increase in Involvement and Attendance				
<b>5. Increase Watch D.O.G.S. involvement</b>	-Watch D.O.G.S Coordinator -Campus Admin -PTO - Teachers	-Schedules -Survey	August-May		Attendance and feedback surveys from staff and Watch D.O.G.S				
<b>6. Provide and advertise school wide events such as Back to School Bash, Literacy Cafes, Math Day, Family Fun Night, Dinosaur George Museum Exhibit</b>	-Community outreach committee -PTO -All Staff Members	Schoology, Flyers, School Messenger	August-May	All Families	Attendance and Involvement, Parent Survey				

<b>7. Increase outreach opportunities to Southgate Village families</b>	-Community Outreach Committee - All Staff Members	Flyers, School Messenger, Schoology	August - May	Economically Disadvantaged families	Attendance and Involvement, Parent Survey				
<b>8. Create and produce a Creek View Elementary newsletter</b>	Campus Administration	School Messenger, Schoology, Monday Folders	October, December, February, April	All families	Parent survey				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

<b>Goal 5:</b>				<b>Commit to the responsible use of taxpayer resources.</b>					
<b>Objective 1</b>				<b>Utilize district resources to meet instructional needs.</b>					
<b>Summative Evaluation (to be filled in by June 2020 by an administrator)</b>									
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b>		<b>Supported by State or Federal Funds</b>	
						Oct.	Feb.		

Board Approval Date: 9-17-2019

						May			
<b>1.Set clear expectations for implementation of Schoology</b>	Campus administration, CTF	CTF stipend, district expectations for year 2	August and September 2019	Creek View staff	Staff development sign in logs				
<b>2.Increase professional learning in Schoology and Hoonuit</b>	Campus administration, CTF, Instructional Coach, Interventionists	Campus technology plan	August 2019 - March 2020	Creek View staff	Staff development sign in logs				
<b>3.Utilize Nearpod resources in classrooms</b>	Campus administration, CTF	Nearpod resources, training documents	August 2019 - May 2020	Creek View staff	Staff development sign in logs, staff survey				
<b>4.Develop and communicate technology training opportunities to all staff</b>	Campus administration, CTF	District professional development calendar, campus calendar, Schoology	August 2019 - May 2020	Creek View staff	Staff survey, staff development sign logs				
<b>5.Train staff on Education Galaxy software</b>	Math interventionist, Campus technology facilitator	Education Galaxy software package	September 2019-May 2020	All students	Usage logs, student progress reports				
<b>√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue</b>									

## Campus Professional Learning Plan 2019-2020

### CAMPUS IMPROVEMENT PLANNING COMMITTEE MEMBERS 2018-2019:

Kindergarten: Kat Sullivan

1st grade: Katy Bardin

2nd grade: D'Ann Johnson

3rd grade: Christina Moring

4th grade: Elizabeth Cosser

Special Education: Jennifer Luther, Mary Ellen Glanz

Support: Lizzie Ortega, Dawn Newton, Eileen Baskett, Amanda Allen, Alison Stone

CAMP: Olivia Ritchie

Administration: Susan Surovik, Ali DeLuna, Annette Roraback

Parent: Krista Gardner

Community: Michelle Mims