

Eagle Mountain-Saginaw Independent School District

Creekview Middle School

2022-2023 Campus Improvement Plan



Mission Statement

Campus Mission Statement

The mission of Creekview Middle School is to develop the habit of excellence in all students by providing a challenging academic atmosphere filled with supportive relationships, acceptance of all, and opportunities for success.

Vision

The vision of Creekview Middle School is to inspire excellence in teaching and learning to enable our students to achieve their dreams and become responsible citizens.

Core Beliefs

At Creekview Middle School, our core beliefs include:

- *Students are the primary focus of all decisions.*
- *Learning is the fundamental purpose of our school.*
- *Working together collaboratively is essential to fulfilling our mission.*
- *Student success is enhanced by positive relationships and mutual respect.*
- *Promoting positive behaviors and attitudes require modeling respect, support, and integrity.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Comprehensive Needs Assessment

Revised/Approved: September 7, 2022

Demographics

Demographics Summary

2022-23 Demographic Data	%
African American	15%
Hispanic	38%
White	34%
Asian	8%
Two or More Races	10%
Economically Disadvantaged	50%
Limited English Proficient	15%
Special Education	12%
At Risk	46%
*Mobility	12.63%

Student Achievement

Student Achievement Summary

CAMPUS	6 TH READING			2019	6 TH MATH	
	2019	2021	2022		2021	2022
Creekview	79%	71%	80%	82%	72%	81%
Ed Willkie	76%	59%	74%	83%	69%	78%
Highland	74%	53%	77%	86%	63%	77%
Marine Creek		51%	67%		60%	63%
Prairie Vista	69%	60%	74%	76%	59%	66%
Wayside	71%	65%	72%	79%	74%	78%
DISTRICT	74%	60%	74%	81%	66%	73%
REGION 11	69%	64%		81%	69%	
STATE	66%	61%		79%	66%	

CAMPUS	7 TH READING			2019	7 TH MATH		2019	7 TH WRITING	
	2019	2021	2022		2021	2022		2021	2022
Creekview	86%	80%	90%	80%	60%	69%	79%	74%	90%
Ed Willkie	77%	66%	79%	55%	49%	58%	64%	68%	80%
Highland	85%	71%	77%	69%	35%	47%	79%	67%	79%
Marine Creek		62%	73%		33%	33%		56%	74%
Prairie Vista	75%	70%	80%	42%	33%	41%	69%	70%	81%
Wayside	80%	64%	77%	56%	41%	47%	72%	58%	78%
DISTRICT	81%	68%	80%	61%	41%	48%	72%	65%	80%
REGION 11	76%	71%		72%	55%		71%	65%	
STATE	74%	68%		73%	54%		69%	61%	

CAMPUS	8 TH READING			2019	8 TH MATH		2019	8 TH SOCIAL STUDIES		2019	8 TH SCIENCE	
	2019	2021	2022		2021	2022		2021	2022		2021	2022
Creekview	88%	87%	93%	92%	78%	89%	78%	74%	76%	89%	83%	88%
Ed Willkie	79%	79%	84%	86%	65%	74%	67%	61%	51%	78%	70%	74%
Highland	88%	67%	88%	91%	58%	75%	81%	54%	59%	87%	68%	84%
Marine Creek		67%	85%		53%	65%		53%	51%		65%	65%
Prairie Vista	80%	76%	82%	85%	65%	70%	65%	62%	63%	79%	69%	70%
Wayside	82%	73%	84%	87%	75%	74%	76%	72%	71%	78%	76%	77%
DISTRICT	83%	75%	86%	88%	65%	75%	73%	63%	63%	82%	72%	77%
REGION 11	79%	74%		82%	61%		69%	59%		80%	68%	
STATE	71%	72%		81%	60%		67%	56%		79%	67%	

We are growing in all areas and getting closer to our pre-pandemic academic successes. Creekview received ALL SEVEN distinctions this year with an accountability rating of "A". Much of our success revolves around the culture of high expectations and the

relationships we build with our students. Our campus structures and discipline allow teachers to focus on classroom instruction. Not only will we focus on basic instruction, but we will also strive to increase critical thinking opportunities so that more students will perform at the masters level.

Student Achievement Strengths

Accountability Rating - 91 - A

Distinction Designations:

ELA/Reading

Mathematics

Science

Social Studies

Comparative Academic Growth

Postsecondary Readiness

Comparative Closing the Gaps

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

Creekview strives to foster a family atmosphere, and students tend to develop strong bonds for our campus and what we stand for. The "Creekview Way" becomes a mantra for our daily operation, and students learn to demonstrate those traits. School pride and unity is a strength and we are seeing increased participation and support in school activities. Staff understands the importance of building positive relationships and spend concentrated time and effort to do so during class, in the hallways, during Advisory activities, and extracurricular activities. We have strong attendance at Open Houses and good parent support at extracurricular activities. Student participation in clubs and extracurricular activities are strong, as is student attendance at extra events. Creekview teachers and administrators keep parents abreast of student progress and expectations through regular communication via email, School Messenger, Remind, Facebook, Twitter, Canvas, and newsletters.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention

Creekview MS teaching staff is comprised of:

- 28 core content teachers
- 1 reading interventionist
- 1 math interventionist
- 16 non-core teachers
- 7 special education teachers
- 1 librarian

Professional support staff include:

- 2 general counselors
- 1 social worker
- 1 campus RN

Campus administration:

- 1 principal
- 2 assistant principals

Non-professional staff include:

- 1 principal/financial secretary
- 2 front office secretaries
- 1 counselor secretary
- 1 general office/copy aide
- 1 computer lab aide
- 2 Life Skills special education aides
- 2 Structured Instruction aides
- 4 special education Content Mastery aides
- 1 in-school suspension aide/monitor

Staff Quality, Recruitment, and Retention Strengths

- Teachers are Highly Qualified
- Mentor program (district and campus-based) for new staff
- Continuing staff development every six weeks for staff new to campus
- low teacher turnover rate
- consistent and well-communicated expectations for staff
- PLC time

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Creekview Middle School teachers are expected to follow with fidelity the district scope and sequence and state written curriculum to ensure that all students benefit from a guaranteed and viable curriculum. Teachers are provided weekly PLC time to analyze data, plan lessons at high levels of rigor utilizing best practices in effective instruction and develop common assessments. Departments analyzed state STAAR data and other evidence of student performance and set departmental and individual goals. The leadership team helped to formulate our campus instructional focus based on this information.

A focus of campus staff development has centered around the instructional strategies of the Fundamental Five. Writing critically across all content areas is a focus, as well as intentionally planning for "purposeful talk" to deepen the learning of all students.

Campus administrators will increase our informal walk-throughs and classroom visits. More sharing of highlighted instructional practices is being encouraged not only through content PLCs but also in campus staff meetings and general PLCs. Lesson plans are monitored for alignment and evidence of PLC collaboration should be observable during walk-throughs.

Curriculum, Instruction, and Assessment Strengths

- PLC's are continuing to develop and increase functionality
- Teachers are utilizing assessment data from 2022 STAAR tests that was shared with the team and are working to identify greatest area of need.
- PLC's are working collaboratively to create common assessments
- "Learning coaches" helping to increase rigor by teaching ways to reach more "Quad D" moments in lesson
- Instructional Rounds - Teachers are encouraged to observe other classrooms.
- Incorporation of more AVID strategies throughout the campus

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement

Parent and Community Engagement Summary

Creekview Middle School strives to provide multiple opportunities to allow our students to be a part of our community through service and volunteer activities. We stress giving back to our school and community and serving those who need assistance. Students demonstrate a strong sense of affiliation and pride in our school and participation in academic competitions, fine arts, athletics and clubs is high. Family attendance at activities such as open houses, athletic and fine arts events is strong. Multiple avenues for parent communication are used to increase our connection with parents. Some of these include weekly Skyward emails of grades by teachers, School Messenger mass email, Remind, Facebook, Twitter, and websites. Additionally, weekly Principal newsletters are sent home to keep parents abreast of campus happenings. Principal forums "Coffee Chats" are held each six weeks to foster open communication between parents and administrators. Colt Family Meetings in conjunction with All Pro Dads occurs monthly to increase collaboration between parents, school, and students.

Parent and Community Engagement Strengths

- Service projects and volunteer opportunities to assist Community Link, canned food drives, Ronald McDonald House, Toys for Tots, Holiday Express, Cook's Children's Hospital, local elementaries, American Veterans, Special Olympics, American Cancer Society , Leukemia and Lymphoma Association among others
- Joint community service project with feeder pattern schools - Boswell and Wayside
- Growing membership and support of PTO - 100% staff participation
- Camp Creekview
- 6th grade Parent orientation meeting
- Beginning 6 weeks preview night with families to discuss upcoming 6 weeks curriculum and events.
- All Pro Dads

Technology

Technology Summary

Technology

Technology Summary

All classrooms have laptop carts to assist with technology in the classroom as well as three fully equipped computer labs available for other teachers to schedule their classes for projects and activities.

Teachers utilize Canvas to post assignments and resources for students and parents. Technology is also implemented in the area of communication through electronic newsletters, mass emails, and social media.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results
- 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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 1: The CMS STAAR Reading overall passing rate will be at least 87% for each grade level on the 2023 administration, with 30% scoring Level 3 Advanced Performance.





Evaluation Data Sources: Evaluation of 2022-23 formative assessment data, common district and campus assessments, district benchmark data, interim testing data, 2023 STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 2022-23 school year, ELAR teachers will implement the district curriculum. Teachers will collaborate during PLC time to utilize mini-lessons and frequent formative assessments, embed academic vocabulary, utilize AVID strategies, ESL strategies, reteach readiness standards to mastery, place emphasis on non-fiction and informational texts, questioning at deeper levels of understanding, Fundamental 5 practices and utilizing quad D instructional strategies.</p> <p>Strategy's Expected Result/Impact: Classroom evidence of strategies utilized during walk throughs; grade reports; common assessments;</p> <p>Staff Responsible for Monitoring: administrators, ELAR teachers, At-Risk Interventionist</p> <p>Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During the 2022-23 school year, we will provide Reading intervention for students who struggle by utilizing district intervention materials, progress monitoring and providing intervention and tutorial support before and after school and during Advisory. This is in addition to the requirements of HB4545.</p> <p>Strategy's Expected Result/Impact: Classroom evidence of strategies utilized during walk throughs; grade reports; common assessments;</p> <p>Staff Responsible for Monitoring: administrators, Advisory teachers, ELAR teachers, At-Risk Interventionist</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 2: The CMS STAAR Math overall passing rate will be at least 80% for each grade level on the 2023 administration, with 25% scoring Level 3 Masters Performance.





Evaluation Data Sources: Evaluation of 2022-23 formative assessment data, common district and campus assessments, district benchmark data, interim 2023 STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 2022-23 school year, CMS math teachers will implement the district curriculum. Math teachers will collaborate during PLC time to utilize mini-lessons and frequent formative assessments, embed academic vocabulary, reteach readiness standards to mastery, spiral weekly homework, improve hands-on student engagement, increase rigor through use of AVID strategies and consistently implement Fundamental 5 practices.</p> <p>Strategy's Expected Result/Impact: walk throughs; grade reports; common assessments; universal screener results</p> <p>Staff Responsible for Monitoring: Administrators, math teachers, at-risk interventionist</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During the 2022-23 school year, we will provide Math intervention classes for students who struggle, utilize district intervention materials, progress monitor and provide intervention and tutorial support before and after school and during Advisory.</p> <p>Strategy's Expected Result/Impact: data tracking; tutorial logs; progress monitoring</p> <p>Staff Responsible for Monitoring: Administrators, math teachers, at-risk interventionist</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During the 2022-23 school year, we will collaborate with 7th grade instructional math coach and participate in district level math PLCs and CLCs, to increase the mastery of 7th grade math students.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on daily and district assessments.</p> <p>Staff Responsible for Monitoring: Administrators, math teachers, at-risk interventionist</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 3: The CMS STAAR Science passing rate will be at least 90% on the 2023 administration, with 30% scoring Level 3 Masters Performance.





Evaluation Data Sources: Evaluation of 2022-23 formative assessment data, common district and campus assessments, district benchmark data, 2022 STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 2022-23 school year, science teachers will follow the district's curriculum and collaborate on innovative instructional practices during weekly PLC time. Such practices will include reteaching readiness standards to mastery, focusing on academic and content vocabulary, spiraling low scoring SE's , offering targeted tutorials for students unsuccessful with essential concepts providing opportunities for hands-on experiential learning labs and planning across campuses.</p> <p>Strategy's Expected Result/Impact: walk-throughs; data analysis; benchmarks; common assessments</p> <p>Staff Responsible for Monitoring: Science teachers; administrators</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will employ Sheltered instructional practices, utilize foldables, implement Fundamental 5 practices focusing on purposeful talk and critical reading and writing.</p> <p>Strategy's Expected Result/Impact: walk-throughs; data analysis; benchmarks; common assessments</p> <p>Staff Responsible for Monitoring: Science teachers; administrators</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Advanced Science teachers will intentionally focus on increasing the rigor through further intensive development of the ADI process and a focus on the CER (Claim-Evidence-Reasoning) expectations to foster higher order thinking.</p> <p>Strategy's Expected Result/Impact: Intentional opportunities for higher critical thinking should help increase Masters level.</p> <p>Staff Responsible for Monitoring: Science teachers, administrators</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 4: The CMS Social Studies STAAR passing rate will be at least 80% in the 2023 administration, with 25% scoring Level 3 Masters Performance.

Evaluation Data Sources: Evaluation of 2022-23 formative assessment data, common district and campus assessments, district benchmark data, 2022 STAAR results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 2022-23 school year, our social studies teachers will follow the district curriculum and pacing calendar focusing on academic and content vocabulary , reteaching to mastery, providing multiple opportunities to demonstrate mastery, incorporating AVID strategies, questioning at higher levels, focusing on "big picture" concepts rather than teaching isolated facts and emphasizing critical thinking through application and writing.</p> <p>Strategy's Expected Result/Impact: Walk throughs; data analysis; grade reports; common assessments; benchmarks</p> <p>Staff Responsible for Monitoring: Social Studies teachers; administrators</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During the 2022-23 school year, Creekview teachers will employ Sheltered Instruction strategies to assist ELL learners, and all special populations. Additionally, teachers will utilize foldables and implement Fundamental Five practices focusing on purposeful talk and critical reading and writing</p> <p>Strategy's Expected Result/Impact: Walk throughs; data analysis; grade reports; common assessments; benchmarks</p> <p>Staff Responsible for Monitoring: Social Studies teachers; administrators</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: In 2023, CMS will earn seven STAAR distinctions by scoring in quartile 1 of our comparison group in Academic Achievement in Reading/ELA, Academic Achievement in Math, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Student Progress, Top 25% Closing Performance Gaps and Postsecondary Readiness.

Evaluation Data Sources: Evaluation of 2022-23 formative assessment data, common district and campus assessments, district benchmark data, 2023 STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Earn Quartile 1 Academic Achievement in Reading/ELA through the use of instructional practices designed to increase rigor, AVID strategies, critical reading and writing across discipline, sheltered instruction strategies, opportunities to relearn, reteach, and reassess, and the spiraling of low SE's.</p> <p>Strategy's Expected Result/Impact: common assessment data; benchmarks; data tracking</p> <p>Staff Responsible for Monitoring: All ELAR teachers; Core Teacher support</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Earn Quartile 1 Academic Achievement in Math through the use of instructional practices designed to increase rigor, AVID strategies, critical reading and writing across discipline, sheltered instruction strategies, opportunities to relearn, reteach, and reassess, and the spiraling of low SE's.</p> <p>Strategy's Expected Result/Impact: common assessment data; benchmarks; data tracking</p> <p>Staff Responsible for Monitoring: All math teachers; Core teacher support</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Earn Quartile 1 Academic Achievement in Science through the use of instructional practices designed to increase rigor, AVID strategies, critical reading and writing across discipline, sheltered instruction strategies, opportunities to relearn, reteach, and reassess, and the spiraling of low SE's.</p> <p>Strategy's Expected Result/Impact: common assessment data; benchmarks; data tracking</p> <p>Staff Responsible for Monitoring: All science teachers</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Earn Quartile 1 Academic Achievement in Social Studies through the use of instructional practices designed to increase rigor, AVID strategies, critical reading and writing across discipline, sheltered instruction strategies, opportunities to relearn, reteach, and reassess, and the spiraling of low SE's.</p> <p>Strategy's Expected Result/Impact: common assessment data; benchmarks; data tracking</p> <p>Staff Responsible for Monitoring: All social studies teachers</p>	Formative		
	Dec	Mar	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Earn Quartile 1 Academic Achievement in Student Progress through the use of instructional practices designed to increase rigor, AVID strategies, critical reading and writing across disciplines, sheltered instruction strategies, opportunities to relearn, reteach, and reassess, and the spiraling of low SE's.</p> <p>Strategy's Expected Result/Impact: common assessment data; benchmarks; data tracking</p> <p>Staff Responsible for Monitoring: All core teachers; administrators</p> <p>Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Earn Quartile 1 Academic Achievement in Closing Performance Gaps through the use of instructional practices designed to increase rigor, AVID strategies, critical reading and writing across discipline, sheltered instruction strategies, opportunities to relearn, reteach, and reassess, and the spiraling of low SE's.</p> <p>Strategy's Expected Result/Impact: common assessment data; benchmarks; data tracking</p> <p>Staff Responsible for Monitoring: All core teachers; administrators</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 6: In 2023, student academic performance of LEP, 504, and mainstreamed Special Education students will increase by 5% points on the STAAR Test.

Evaluation Data Sources: Evaluation of 2022-23 formative assessment data, common district and campus assessments, district benchmark data, interim testing results, 2023 STAAR results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use SIOP strategies and support from the ESL teacher to target students with language barriers. Strategy's Expected Result/Impact: ESL students will benefit and increased student performance will result in closing existing gaps. Staff Responsible for Monitoring: Administrators, department heads, ESL teacher, LPAC coordinator</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLCs will target sub pops with data analysis and develop strategies to address gaps as they occur. Strategy's Expected Result/Impact: Gaps will be addressed during instruction rather than after the fact, allowing teachers to spiral weak skill and offer remediation. Staff Responsible for Monitoring: Core teachers, Special Education department, administrators</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional development will focus on differentiation, meeting accommodations, and strong instructional practices through Lead4ward, AVID strategies, Fundamental Five instruction. Strategy's Expected Result/Impact: Positive impact on first time instruction to eliminate the need for massive reteaching opportunities Staff Responsible for Monitoring: Instructional coaches, lead teachers, administrators, SPED department, AVID site team</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students who did not meet the passing standard on 2022 STAAR will be progress monitored closely through grades and common assessments. This is in addition to requirements for HB4545. Strategy's Expected Result/Impact: Data tracking will make interventions more timely and targeted; counselors and administrators will work individually with these students to examine their data, set goals and participate in interventions. Staff Responsible for Monitoring: Counselors, administrators, teachers</p>	Formative		
	Dec	Mar	June

Strategy 5 Details	Formative Reviews		
Strategy 5: 100% of Compensatory funds will support our At Risk population through resources, tutorials and individual intervention. Strategy's Expected Result/Impact: Additional supports for at-risk students will assist in closing the gaps. Staff Responsible for Monitoring: Administrators, interventionists	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 7: During 2022-23, staff will increase focus to maximize performance of all students by intentionally increasing the rigor and expectations to think more critically.

Evaluation Data Sources: Evidence of work samples, classroom observations, common teacher assessment data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will be provided increased opportunities to engage with more rigorous expectations to highlight critical thinking at a higher level.</p> <p>Strategy's Expected Result/Impact: More students will move from "approaches" grade level to meets and masters.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Intentionally implement more AVID and WICOR strategies to heighten engagement and critical thinking.</p> <p>Strategy's Expected Result/Impact: Additional opportunities for higher level thinking will foster student growth.</p> <p>Staff Responsible for Monitoring: Administrators, AVID Coordinator, AVID Site Team</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 8: By the end of the 22-23 school year, student discipline referrals campus-wide will decrease 10% through increased participation in SEL activities and campus-wide behavior initiatives.

High Priority

Evaluation Data Sources: Evaluation of 2022-23 overall discipline referrals each six weeks and at year end.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities during Advisory for all students to participate in SEL activities designed to improve campus culture and individual social and emotional growth through Lions Quest, Josten's Renaissance, the "Creekview Way", Words of Wisdom, Colt Champions, Creekview Cares, Appreciation Station and rewards.</p> <p>Strategy's Expected Result/Impact: increase attendance rate; decreased discipline rate and counseling referrals;</p> <p>Staff Responsible for Monitoring: Administrators, counselors, SEL/ PBIS committee, Leadership Team, Advisory teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of staff trained in Renaissance and SEL to help provide high quality SEL lessons and sense of ownership.</p> <p>Strategy's Expected Result/Impact: Teaching "Creekview Way", Renaissance, and advisory lessons with fidelity will create a common positive SEL language and culture across campus.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, counselors</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities in addition to sports and fine arts for all students to participate in clubs and school events such as STUCO, Colt Crew, Art Club, Chess Club, Creativity Club, Science Club, and Kindness Counts, which are open to all interested students.</p> <p>Strategy's Expected Result/Impact: Number of students participating in clubs and events will increase as well as a feeling of belonging and community.</p> <p>Staff Responsible for Monitoring: Administrators, counselors, event sponsors</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will receive training in how to recognize, report and intervene against bullying, child abuse, other forms of violence and suicide prevention.</p> <p>Strategy's Expected Result/Impact: Evidence of violence on campus will decrease</p> <p>Staff Responsible for Monitoring: Administrators, intervention counselor, school counselors</p>	Formative		
	Dec	Mar	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Counselors will provide training to teachers, parents and students on the recognition, intervention and prevention of bullying, suicide, teen dating violence and other social , emotional and mental health issues.</p> <p>Strategy's Expected Result/Impact: students will be equipped with knowledge and tools to avoid harmful situations and seek assistance when needed</p> <p>Staff Responsible for Monitoring: Counselors and administrators</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 9: By the end of the 22-23 school year, 74% of students classified under asian population will meet or exceed mastery of the reading curriculum as measured by the reading STAAR assessment.

High Priority

Evaluation Data Sources: Evaluation of 2022-23 formative assessment data, common district and campus assessments, district benchmark data, interim testing results, 2023 STAAR results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will have small group academic intervention to focus on targeted needed reading skills through advisory.</p> <p>Strategy's Expected Result/Impact: Through targeted intervention students will show one year growth in reading.</p> <p>Staff Responsible for Monitoring: Advisory teacher, Reading interventionist, Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Encouragement of parental involvement and support for targeted population through continuous communication and promotion of involvement from parents in school activities.</p> <p>Strategy's Expected Result/Impact: Parents will actively participate in student activities and collaborate with teachers and Administrators regarding student academics.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 10: By the end of the 22-23 school year, 86% of students classified under asian poulation will make one year or more of growth as measured by the math STAAR assessment.

High Priority





Evaluation Data Sources: Evaluation of 2022-23 formative assessment data, common district and campus assessments, district benchmark data, interim testing results, 2023 STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will have small group academic intervention to focus on targeted needed math skills through advisory.</p> <p>Strategy's Expected Result/Impact: Students will show one year growth.</p> <p>Staff Responsible for Monitoring: Advisory teacher, math interventionist, math teachers, administrators.</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Encouragement of parental involvement and support for targeted population through continuous communication and promotion of involvement from parents in school activities.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in school activities and student academics.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: Students will routinely set goals and participate in tracking their own progress. Students will maintain a data folder and update data and goals through "Connect Class", Advisory.





Evaluation Data Sources: Check and Connect, goal setting sheets, classroom goals and personal monitoring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will chart grades for core classes each week during Advisory using Check and Connect. Strategy's Expected Result/Impact: completed "Check and Connect" charts; initial goal sheets; monitor 6 weeks grades; grades will not be a surprise; student response will be proactive rather than reactive Staff Responsible for Monitoring: Advisory teachers, students, counselors, administrators</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will set academic and personal goals each six weeks during Advisory and monitor the progress weekly. Strategy's Expected Result/Impact: Grade goal sheets; Advisory activities Staff Responsible for Monitoring: Advisory teachers, students, administrators and counselors</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: Creekview Middle School students will participate in the Fitnessgram assessment to monitor their own personal overall health and fitness.





Evaluation Data Sources: Documented completion of Fitnessgram for all eligible students

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will participate in required activities designed to improve physical fitness; PE teachers and coaches will stress healthy activity and nutrition as lifestyle choices. Student progress will be charted monthly to demonstrate progress in activities such as cardio day, strength and basic conditioning.</p> <p>Strategy's Expected Result/Impact: results of Fitnessgram and % of students in Healthy Fitness range will increase</p> <p>Staff Responsible for Monitoring: All coaches and PE teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: All students will have the opportunity to determine career plans through a variety of experiences such as Tech Apps class, Connect class, career interest inventories, development of a four year graduation plan and exploration.





Evaluation Data Sources: 4 year plans; career profiles

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 1st semester prior to registering for the next school year, counselors and the PRIDE teacher will administer career inventory and help students develop a 4 year plan for HS based upon their interests</p> <p>Strategy's Expected Result/Impact: Before registering for high school, all students will have completed career inventories and received guidance in choosing courses and endorsements.</p> <p>Staff Responsible for Monitoring: Counselors, CTE teachers, HS counselors; PRIDE teacher</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 4: Increase opportunities to participate in community service activities to enhance the connection between self, school and community.

Evaluation Data Sources: Participation in community service activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each month, student leadership will select a community service cause to benefit from our "Creekview Cares" program. Donations will be accepted each month for this cause. Students will not only be encouraged to donate funds but also perform acts of service.</p> <p>Strategy's Expected Result/Impact: Students will feel more connected to their school and community as we teach them to be a part of something bigger than themselves; charitable donations and community service opportunities.</p> <p>Staff Responsible for Monitoring: STUCO, NJHS, administrators, Colt Crew, counselors</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 5: All teachers will participate in Professional Learning Communities (PLCs) to increase student engagement and achievement.


Evaluation Data Sources: PLC minutes and protocols; alignment of lesson plans; data reviews of assessment results


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLCs will analyze data from formative assessments, common assessments and unit assessments and use this information to drive instruction.</p> <p>Strategy's Expected Result/Impact: Shared instructional strategies to positively impact student achievement;</p> <p>Staff Responsible for Monitoring: Classroom teachers; Administrators</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLCs will utilize Lead4Ward and Hattie's effect size research to incorporate high yield strategies.</p> <p>Strategy's Expected Result/Impact: Increased use of effective strategies throughout the campus and across disciplines.</p> <p>Staff Responsible for Monitoring: Classroom teachers; Administrators</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During the 2022-23 school year, teachers will be provided time for PLC sessions for the purpose of analyzing learning standards and developing high quality learning activities for students.</p> <p>Strategy's Expected Result/Impact: Monitoring of lesson plans, walk throughs, improved performance on common assessment and STAAR</p> <p>Staff Responsible for Monitoring: Core teachers, department heads, administrators</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All teachers will be encouraged to participate in instructional rounds to highlight best practices.</p> <p>Strategy's Expected Result/Impact: Exposure to best practices will encourage reflection, collaboration and growth.</p> <p>Staff Responsible for Monitoring: Administrators, PLCs</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will reflect on and discuss these rounds during department and staff meetings. Administrators will spotlight and provide shout outs and rewards.</p> <p>Strategy's Expected Result/Impact: Positive shout outs and spotlights of best practices will encourage more teachers to</p>	Formative		
	Dec	Mar	June

utilize these strategies.

Staff Responsible for Monitoring: Classroom teachers; Administrators

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 6: Create multiple opportunities for parents and community members to become involved and engaged on our campus.





Evaluation Data Sources: Parent attendance at events; parent survey data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 2022-23 school year, Creekview Middle School will host at least 6 activities to engage and involve our parents and community members in various events.</p> <p>Strategy's Expected Result/Impact: Schedule of events such as Open Houses, parent nights, fine arts performances, showcase, talent shows, volunteers, family game nights and other activities</p> <p>Staff Responsible for Monitoring: Administrators, counselors, teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Principal will host a meeting opportunity with parents each six weeks to communicate campus vision, goals and concerns.</p> <p>Strategy's Expected Result/Impact: More parents will feel connected to the campus, build positive communication and enhance ownership by all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 7: Increase positive communication with all stakeholders through the campus website, Facebook, Twitter, Let's Talk, email messages, Remind, newsletters, Colt Cheers and weekly teacher communication.





Evaluation Data Sources: Feedback, surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase postings and followers within the community on the Creekview Facebook and Twitter accounts. These will include events, updates, positive recognition and shout outs. Strategy's Expected Result/Impact: more frequent communication and positive branding Staff Responsible for Monitoring: Administrators, CTI and webmaster,</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the frequency and quality of parent newsletters to include highlights not only of upcoming events, but also to spotlight the positive things happening on campus. Strategy's Expected Result/Impact: Positive communication and highlights to embrace our stakeholders. Staff Responsible for Monitoring: Administrators</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will focus on increasing positive communication with parents by making positive calls and sending Colt Cheer cards each six weeks. Strategy's Expected Result/Impact: Collaborative, positive family engagement Staff Responsible for Monitoring: Administrators, counselors, teachers</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: Improve safety and emergency protocols through a focus on training and drills.





Evaluation Data Sources: Drill logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct monthly safety reviews to determine needs and quality of drills and procedures. Strategy's Expected Result/Impact: Better preparedness due to increased and more effective drill protocols. Staff Responsible for Monitoring: Administrators	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the school security protocols and entrances to monitor the building on a day to day basis. Strategy's Expected Result/Impact: Ensure compliance of locked perimeter and monitoring of building Staff Responsible for Monitoring: Admin, all staff	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct weekly safety audit specifically checking exterior and interior doors are locked at all times. Strategy's Expected Result/Impact: All doors locked and unable to be entered without key/badge. Staff Responsible for Monitoring: Administrators.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 2: Creekview Middle School will hire and retain highly qualified and high performing teachers.

Evaluation Data Sources: Surveys, Attendance of Staff PD

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of Creekview staff will meet the requirement of Highly Qualified during the 2022-23 school year. Strategy's Expected Result/Impact: PEIMS HQ report; quality of teachers will be at a high level Staff Responsible for Monitoring: Administrators, HR	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be supported and "grown" through campus mentors, collaboration, and administrative support to be high performing teachers. Strategy's Expected Result/Impact: Low turnover rate so that high performance is attainable and sustainable Staff Responsible for Monitoring: Administrators, mentors	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jenn Stark	Administrator
Non-classroom Professional	Dzung Huynh	Administrator
Classroom Teacher	Mary Craft	Teacher
Classroom Teacher	Monica Woods	Teacher
Classroom Teacher	Tami Sisk	Teacher
Classroom Teacher	Amber Weaver	Teacher
Classroom Teacher	Jason Walker	Teacher
Classroom Teacher	Jodi Brownlee	Teacher
Classroom Teacher	Alex Meekins	Teacher
Classroom Teacher	Heather Tabor	Teacher
Classroom Teacher	David Brown	Teacher
Paraprofessional	Gwen Barton	Secretary
Student	Kingston Calhoun	Student
Parent	Misty Kieschnick	Parent
Parent	Whitney Hernandez	Parent
District-level Professional	Dana Eldredge	District Employee
Business Representative	Debbie Patton	Business Representative
Administrator	Kelly Ramsey	Administrator




Addendums

2022-2023 Campus Site-Based Committee

Meeting Date: September 7, 2022

3:45 PM

Library

Committee Role	Name	Position	Signature
Administrator	Jenn Stark	Administrator	
Non-classroom Professional	Dzung Huynh	Administrator	
Classroom Teacher	Mary Craft	Teacher	
Classroom Teacher	Monica Woods	Teacher	Monica Woods
Classroom Teacher	Tami Sisk	Teacher	Tami Sisk
Classroom Teacher	Amber Weaver	Teacher	Amber Weaver
Classroom Teacher	Jason Walker	Teacher	Jason Walker
Classroom Teacher	Jodi Brownlee	Teacher	Jodi Brownlee
Classroom Teacher	Alex Meekins	Teacher	Alex Meekins
Classroom Teacher	Heather Tabor	Teacher	Heather Tabor
Classroom Teacher	David Brown	Teacher	David Brown
Paraprofessional	Gwen Barton	Secretary	Gwen Barton
Student	Kingston Calhoun	Student	Kingston Calhoun
Parent	Misty Kieschnick	Parent	Misty Kieschnick
Parent	Whitney Hernandez	Parent	Whitney Hernandez
District-level Professional	Dana Eldredge	District Employee	Dana Eldredge
Business Representative	Debbie Patton	Business Representative	Debbie Patton
Administrator	Kelly Ramsey	Administrator	Kelly Ramsey