



CROWLEY HIGH
SCHOOL

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

Table of Contents

Mission Statement	2
Vision	2
Campus Values	2
Comprehensive Needs Assessment	3
Demographics	4
Student Achievement	5
Campus Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goal 1 – Thriving Students	14
Goal 2 – Engaged Community	25
Goal 3 – Empowered Staff	34
Goal 4 – Safe and Healthy Environment	38
State Compensatory	47
Title I Schoolwide Elements	48
Addendums	51

Mission Statement

Empowering students to learn, lead, and serve with integrity, respect, and responsibility.

Vision

Crowley High School will be a place where all students experience success, build self-esteem, develop resilience, and make great academic gains through ownership, achievement, and respect in a safe environment.



Campus Values

RESPECT

All students in our school will be treated with dignity and respect at all times. Educators have a responsibility to foster positive relationships with all students.

GROWTH

All grading practices should be used to promote learning and academic growth, and should include timely feedback for students. Students, like adults, are not perfect. They deserve the opportunity of a second chance on failed assignments and tests.

PASSION

All educators must be committed to learning new ways to reach each student. Learning is different from listening. Students should have daily access to meaningful learning activities that will help them acquire, process, and use the information we want them to learn.

DISCIPLINE

Students need to be taught how to behave. Correcting student behavior is a teaching opportunity, not just a series of punishments and consequences.

INTEGRITY

Employees are committed to being present, punctual, and ready to work hard each day. We will respect the work and contributions of other staff members and treat them with dignity.

FAMILY

All staff members agree to speak positively about Crowley High School across all communication platforms. Each member of our work family should ensure that the building is a clean and safe learning environment.

Comprehensive Needs Assessment

Needs Assessment Overview

Campus leaders collaborate with staff, campus performance objectives committee members, parents and students to develop the campus improvement plan. Following the lead of the district, Crowley High School aligned the focus of the strategies to include our mission and vision for the campus: Empowering students to learn, lead, and serve with integrity, respect, and responsibility.

Crowley High School strives to be a place where ALL students learn, explore, and grow, academically and social-emotionally. In order for our school to be this place, attendance is compulsory. We will focus on monitoring attendance and addressing issues as they arise.

While we have seen significant growth in our CCMR, we will continue helping students explore, choose, and plan their route to being CCMR Met. We need to stay focused on attendance, high quality instructional practices, and positively engaging every student in all our classrooms every day. We will continue to develop plans and professional development to assist our teachers in planning high-quality, engaging lessons. Careful time and attention will be given to our targeted courses to address specific student needs in order to close gaps, reach goals, and show academic growth. We will continue to find opportunities to engage our families and community partners. Student climate and culture will continue to be a focus with the goal of every student involved in a school activity.

Campus administrations, along with the full leadership team review the strategies at least three times during the school year (November, February and May) and perform a summative evaluation in July. As they continue to work to complete their strategies throughout the year, strategies may be modified to reach goal performance measures as well as other targeted measures.

Demographics

Demographics Summary

With over 135 general education teachers, 20 CTE and elective teachers, and 17 special education teachers, CHS serves over 1813 students with an 18% mobility rate, which is higher than the state's average of 16.8.

The largest student population is African-American with 832, followed by Hispanic at 665, and white with 167. Asian and multi-racial make-up 58% and 89%, respectively. CHS has fewer than 5 American Indian and Native Hawaiian students.

Demographics Strengths

Strengths: Diverse population of students and teachers.

Focus Area(s):

Lack of equitable representation for all groups, especially the smaller groups of minority groups like Native Americans and Asians. Hispanic students are a largely quiet group not receiving services, creating a disparity between the Crowley High School staff and Spanish-speaking families.

Training on working with minority populations and building camaraderie among multiple ethnic groups. The highest need student group(s) have been identified as: economically disadvantaged and African American. Strategies and activities in the CIP will address and target these student groups to ensure academic success.

Student Achievement

Student Achievement Summary

[Student Achievement Data](#)

Student data is disaggregated through testing, CCMR accountability, discipline patterns, dropout, and graduation.

	2022	2023	2024	2025
Bio	39	42	39	48
Eng I	36	48	46	45
Eng II	45	45	55	48
Alg I	28	23	13	17
US History	61	64	58	59

Student Achievement Strengths

Strengths: Students demonstrated increased English II scores and showed positive gains on retested assessments.

Focus Area(s): Data review and analysis identified the need to focus improvement efforts on Math, English Language Arts and Reading, US History, and CCMR across all student groups, grade levels, and courses. For CCMR and Special Education, consider disaggregating data by disability, instructional setting, and other relevant factors to inform targeted strategies. Intentional implementation of the district's SPED curriculum.

Campus Culture and Climate

Campus Culture and Climate Summary

CHS fosters a student-centered learning environment, enabling high school students to earn college credit, develop job readiness, and build lifelong learning skills. In partnership with the Career and Technical Center and Tarrant Community College, CHS offers dual credit programs, including OnRamps courses, allowing students to earn both high school and college credit. Comprehensive support is provided for college applications, FAFSA, ApplyTexas, and other college and career transitions. Student attendance and retention are prioritized.

Strengths: Dedicated, caring teachers committed to student success.

Focus Area(s): Support and induction programs for 9th and 10th grade students are in place, alongside the reimplementation of PBIS, including comprehensive training and support. Professional development focuses on strategies to enhance student engagement.

Campus Culture and Climate Strengths

Strengths: Dedicated, caring teachers committed to student success.

Focus Area(s): Support and induction of 9th and 10th grade students, Reimplementation of PBIS, training, support, and implementation. Professional development with an emphasis on student engagement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Experience of Campus Leadership

Crowley High School's leadership team shows strong experience levels compared to both the district and the state. Principals and assistant principals average more years of service than their peers, while teacher experience is slightly higher than the district but below the state average.

- **Principals:** Average of **6.8 years**, higher than the district (4.0) and state (6.0).
 - **Assistant Principals:** Average of **7.4 years**, above district (5.1) and state (5.1).
 - **Assistant Principals in District:** **5.0 years**, similar to district (3.6).
 - **Teachers:** Average of **9.3 years**, slightly above district (8.9) but below state (11.1).
 - **Teachers in District:** **4.6 years**, below district average (6.6).
-

Average Teacher Salary by Years of Experience

Teacher salaries at Crowley High School are consistently higher across all levels of experience when compared to both district and state averages. This suggests strong competitiveness in pay, particularly for more experienced teachers.

- **Beginning Teachers:** \$59,992 (above district \$58,610 and state \$54,272).
- **1–5 Years:** \$68,526 (higher than district \$65,661 and state \$58,185).
- **6–10 Years:** \$70,509 (slightly above district \$68,588, above state \$61,494).

- **11–20 Years:** \$74,987 (slightly higher than district \$71,791, above state \$65,219).
 - **21–30 Years:** \$82,814 (higher than district \$75,797, above state \$69,723).
 - **Over 30 Years:** \$88,049 (slightly above district \$83,845 and state \$74,014).
-

Average Actual Salaries (Regular Duties Only)

Beyond classroom teachers, salaries for professional support staff and campus administrators are also above state averages, with administration salaries standing out as especially high compared to the district and state.

- **Teachers:** \$71,455 (above district \$68,202 and state \$62,474).
 - **Professional Support:** \$76,658 (higher than district \$83,986 but above state \$73,783).
 - **Campus Administration (Leadership):** \$104,333 (well above district \$93,385 and state \$86,738).
-

Instructional Staff

Instructional staff composition data is limited at the campus level, though the report notes the presence of contracted staff. District and state comparisons suggest that Crowley High is somewhat smaller in reported staffing detail.

- **Instructional Staff Percent:** n/a for campus; district = 76.1%, state = 65.0%.
 - **Contracted Instructional Staff:** 1.0 at campus, 5.0 at district, 1,970.1 at state.
-

Program Information: Teachers by Program (Population Served)

Crowley High School places significant emphasis on **Career & Technical Education**, well above district and state averages. However, the campus reports no staff allocated for **Bilingual/ESL** or **Gifted & Talented** programs, despite clear district and state representation in those areas.

- **Bilingual/ESL Education:** 0.0% (district 4.7%, state 6.0%).
- **Career & Technical Education:** 29.5 teachers, 17.0% (district 6.5%, state 5.5%).
- **Compensatory Education:** 0.0% (district 1.1%, state 1.1%).
- **Gifted & Talented Education:** 0.0% (district 0.3%, state 1.6%).
- **Regular Education:** 95.3 teachers, 55.0% (district 68.3%, state 69.8%).
- **Special Education:** 23.5 teachers, 13.6% (district 12.4%, state 10.3%).
- **Other:** 25.0 teachers, 14.4% (district 6.6%, state 3.7%).

Support for New Teachers:

- Every new teacher is given a mentor
- The mentor and new teacher attend district level training focusing on instructional strategies and classroom management
- Each campus has a mentor specialist to assist mentors
- New teachers to observe master teachers conduct throughout the year

Support for Administrators:

Next Level Mentors:

- Mentor Program for Year-1 Assistant Principals & Year 1-2 Principals
- Aspiring Principals Spring Program
- Complete the CISD Campus Leadership Profile
- Develop a Resource Menu for campus leaders

- Established MTSS Campus Representatives
- Each campus as a MTSS Lead
- MTSS committee meetings every 8-10 weeks

Staff Quality, Recruitment, and Retention Strengths

Overall Summary:

Crowley High School stands out for its **experienced leadership, competitive salaries, and a strong focus on Career & Technical Education**. However, gaps exist in **Bilingual/ESL and Gifted & Talented staffing**, which may impact student program offerings compared to district and state benchmarks.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crowley High School is committed to ensuring that curriculum, instruction, and assessment are fully aligned to promote student achievement. The campus implements the district's adopted curriculum with fidelity, using it as the foundation for instructional planning and delivery. Instructional practices are guided by research-based methodologies and are supported through walk-through observations, ongoing feedback, and professional collaboration. Assessment data serves as a critical component in evaluating instructional effectiveness and identifying areas for growth.

Decisions at Crowley High School are data-driven, with continual monitoring and analysis used to address student needs and ensure that curricular expectations are met. This process allows for timely adjustments in instruction and targeted interventions, ensuring that all students have equitable access to high-quality learning opportunities. Through this alignment of curriculum, instruction, and assessment, Crowley High School works to prepare students in grades 10–12 for postsecondary success.

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction and Assessment Alignment

Crowley High School (Grades 10–12) demonstrates a strong commitment to aligning curriculum, instruction, and assessment to support student achievement. The campus implements the district's adopted curriculum with fidelity and utilizes effective instructional practices informed by walk-through observations, ongoing feedback, and collaborative professional learning. Assessment data is consistently monitored and analyzed to drive instructional decisions, identify trends, and address student learning needs.

Professional Learning Community Protocol

The implementation of a new Professional Learning Community (PLC) protocol ensures that teachers collaborate in a

structured, data-driven process to strengthen instructional practices and refine lesson design. The 3 C's (Content, Context, and Cognitive Level) provide a structured approach to breaking down academic standards, ensuring clarity in lesson planning, alignment to rigor, and delivery of effective Tier 1 instruction. This process provides a strong foundation for student learning and reduces the need for higher tiers of intervention.

Teacher Development and Student Interventionist (TDSI)

The Teacher Development and Student Interventionists (TDSI) support instructional improvement through structured coaching cycles with teachers most in need of growth. These cycles include a goal-setting meeting, classroom observation, feedback session, and follow-up to monitor progress.

Focus Area(s)

Areas identified for continued support include the following content areas:

- Mathematics
- English Language Arts
- U.S. History
- College, Career, and Military Readiness (CCMR)

Crowley High School will continue to prioritize these focus areas through targeted interventions, ongoing progress monitoring, intentional professional development, the implementation of the new PLC protocol, and the use of TDSI coaching cycles to strengthen Tier 1 instruction, increase instructional effectiveness, and improve student outcomes.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent, Family, and Community Engagement

CHS is engaging a PTO for this year and is looking forward to making more of an impact with parents, community, and alumni. CHS will continue to create a welcoming environment while incorporating emerging technological tools for communication, for families and communities by helping them navigate the school system and campus life. CHS will conduct family engagement meetings to explain to parents and guardians the High School graduation requirements. Additionally, College Advisors will also support our scholars and inform parents about college requirements.

Parent and Community Engagement Strengths

Strengths: Newsletter sent weekly, active social media presence

Focus Area(s): The needs identified for continued parent and community engagement are focused on: Grade level student and parent meetings, In-person and virtual meeting options. Newsletter and social media presence, Professional development/trainings for parents and students-graduation requirements, data, SEL, and Translator for meetings.

School Context and Organization

School Context and Organization Summary

Crowley High School strives to build leadership capacity and campus ownership for all teachers through a variety of committees, teams, and responsibilities. Core tested subjects meet daily in shared planning to build engaging and dynamic lessons.

School Context and Organization Strengths

Strengths: Our greatest strength is our collective capacity to collaborate effectively in face-to-face settings to achieve a wide range of goals, from guiding individual students through restraining forces to supporting colleagues in moments of challenge. This ability reflects not only teamwork but also the leadership capacity distributed across our staff from teachers, mentors, and administrators alike, who model initiative, problem-solving, and shared ownership.

Focus Area(s): While collaboration remains a defining strength, we recognize the need to strengthen our strategic planning and follow-through processes. At times, initiatives are launched with enthusiasm but lose momentum without consistent structures for accountability and progress monitoring. Building leadership capacity in this area means cultivating systems that connect vision to action: clarifying timelines, roles, and measurable outcomes. The goal is that priorities are not only identified but also sustained through consistency.

Technology

Technology Summary

Crowley High School has a strong commitment to providing quality education through the integration of technology and consistent assessment practices. To summarize:

- Learning Environment: Emphasis on high-quality learning experiences for all students.
- Support the education of students by connecting them the learner to the world around them through digital access.
- Teacher Responsibilities:
 - Weekly electronic submission of lesson plans.
 - Utilization of digital resources provided by CISD and other platforms like Carnegie.
 - Incorporation of various technological tools to create interactive lessons.
- Inventory Checks: Conducted quarterly in November, February, May, and July to monitor and manage technology repairs and resources.

Technology Strengths

- All dual credit and CTE students have access to 1:1 devices.
- All classrooms are equipped with Chromebook carts to support 1:1 student utilization.

Focus Areas

- Enhance technology support for online resources such as Carnegie, Edgenuity, TSI, Career and Technical Educational (CTE) resources, entrepreneurship programs, practicums, Texas College Bridge, and various state and national student assessments.
- Provide targeted training for teachers to improve their utilization of online resources.
- Secure funding for ancillary materials, including tools like Edpuzzles.
- Develop a system for tracking Chromebooks brought in for repair, accessible to administrators and the Chromebook coordinator.
- Address issues related to students losing, damaging, or not bringing devices, which impact instruction and testing continuity.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data
- PSAT data
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

Employee Data

- Professional learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/student ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goal 1 – Thriving Students



Goal 1: All CISD students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources: Academic Assessments, Pre-AP and AP assessment data, Postsecondary readiness data, College credit attainment, CTE, Postsecondary enrollment and transition reports, and Student engagement and equity data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide intervention groupings for students and oversee targeted instruction to ensure that students identified as at risk of not being successful on the End-of-Course (EOC) assessment receive the necessary support. Expected Result/Impact: -Increase in EOC scores at the Approaching Level and above. -Learning gaps will be closed for at-risk students, resulting in improved mastery of critical standards. Staff Responsible for Monitoring: -Campus administrators -TDSI -Other support staff	40%			

Strategy 2 Details		Reviews			
Strategy 2: Increase Industry-Based Certification (IBC) opportunities and support for all CTE concentrators. Expected Result/Impact: More students will graduate with workforce credentials that are aligned to high-demand, high-wage occupations, strengthening their postsecondary readiness and employability. Staff Responsible for Monitoring: -Campus Advanced Academics Liaison -CTE Coordinator -Practicum Teachers -Industry Advisory Teams		Formative			Summative
		Nov	Feb	May	July
		50%			

Strategy 3 Details		Reviews			
Strategy 3: We will ensure that every career pathway culminates in an opportunity for students to earn industry-based certification and/or licensure opportunities. Expected Result/Impact: All CTE students enrolled in Practicum or Capstone courses will successfully achieve an industry certification, CTE dual credit, or licensure. Staff Responsible for Monitoring: -Principal -Campus Advanced Academics Liaison -Coordinator of CTE -Counselors		Formative			Summative
		Nov	Feb	May	July
		100%			

Goal 1: THRIVING STUDENTS: All CISD students will be equipped with the skills and experiences to thrive today and in the future.

Performance Objective 2: Ensure equitable access to district-aligned curriculum, instructional systems, resources, and experiences for all students.

Evaluation Data Sources: STAAR/ EOC performance data disaggregated by subgroups, curriculum alignment reviews, instructional walkthrough data, Special program participation (Gifted/Talented, AVID, SPED, Emergent Bilingual, CTE), Resources-Structured Instructional Sequence (“Principles of Instruction”) District Playlist/Lead 4Ward

SWAG-Six Weeks at a Glance, Kagan/AVID, DMAC, Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Support students in refining their drafts into focused, well-developed writing by guiding them to expand their ideas using specific and relevant details. Expected Result/Impact: Our goal is for all students taking the English II EOC to meet or exceed targeted performance goals at the Approaches Grade Level standard or above. Staff Responsible for Monitoring: -Campus Administration -English teachers -Department Chair -TDSI	Formative			Summative
	Nov	Feb	May	July
	85%			

Strategy 2 Details	Reviews			
Strategy 2: Conduct curriculum equity audits to ensure all courses are fully aligned to TEKS and equitably accessible to all student subgroups. Expected Result/Impact: Ensure consistent instructional alignment across grade levels to reduce and ultimately eliminate equity gaps in access to rigorous curriculum. Staff Responsible for Monitoring: -Campus Administrators -TDSI	Formative			Summative
	Nov	Feb	May	July
	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Expand equitable enrollment in Advanced Academics programs, including AP, Dual Credit, OnRamos, and CTE endorsements, ensuring access and support for all student groups. Expected Result/Impact: Increase participation and success rates in advanced coursework among underrepresented student groups through targeted support. Staff Responsible for Monitoring: -Advance Academics Liaison -Counselors -CCMR Administrator -CTE Coordinator	50%			

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future-ready students.

Evaluation Data Sources: CCMR dashboard, TSI, ACT/SAT results, Dual Credit/ OnRamps/ AP completion data, CTE/Industry-Based Certifications, military enlistment records, FAFSA completion reports, graduation rate, and senior exit surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Increase student access to college readiness programs by increasing student participation in Dual credit, AP courses, standardized test preparation (PSAT/SAT/ACT) , TSI testing, and college application workshops. Expected Result/Impact: Students will demonstrate increased post-secondary readiness, as reflected in higher CCMR rates, a great number of students earning college credit prior to graduation, and improved performance on college entrance exams such as TSI/ACT/SAT. Staff Responsible for Monitoring: -Campus Administration -CCMR Coordinators -Counselors -CTE Teachers	60%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Strengthen career and military readiness by expanding access to industry-based certifications, work-based learning experiences, CTE pathways, and active engagement with military recruiters. Expected Result/Impact: Ensure students graduate career- and military-ready by increasing the number of industry certifications earned, expanding internship opportunities, and strengthening pathways to military enlistment. Staff Responsible for Monitoring: -CTE Coordinator -CCMR Administrator -CTE teachers	60%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Strengthen CCMR data tracking systems to ensure 100% of students are accurately scheduled and consistently monitored in at least one CCMR pathway. Expected Result/Impact: Improve the accuracy of CCMR coding and ensure all students are tracked with fidelity across designated college, career, and military readiness pathways. Staff Responsible for Monitoring: -CCMR Administration -Advanced Academic Liaison -Counselors -Data Clerk	70%			

Goal 2 – Engaged Community



Goal 2: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources: Parent/community surveys, event sign-in sheets, volunteer records, partnership agreements, social media analytics, student participation data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Host family engagement nights focused on literacy, math, STEM, college readiness, and wellness, offering meaningful opportunities for parents and students to learn together and strengthen home-school connections. Expected Result/Impact: Families will feel more connected to their child’s education, leading to stronger academic support at home and increased student achievement. Staff Responsible for Monitoring: -Campus Administrators -Engagement Specialists -Parent Liaisons -Counselors -TDSIs -Teachers & Coaches -Club Sponsors	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2:Expand partnerships with local businesses, faith-based organizations, and community agencies to provide mentoring, resources, and volunteer opportunities for students and families. Expected Result/Impact: Students and families will have access to additional academic and social-emotional support, enhancing overall student success and community connections. Staff Responsible for Monitoring: -Campus Administrators -Engagement Specialists -District Parent Liaisons -Counselors -TDSIs -Teachers & Coaches -Club Sponsors	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Provide culturally responsive communication and learning opportunities for families in multiple languages and formats (in-person, virtual, newsletters, social media). Expected Result/Impact: Families will have equitable access to information and learning, resulting in higher engagement across diverse student populations. Staff Responsible for Monitoring: -Campus Administrators -ESL/Bilingual Dept. -Family Engagement Coordinator -Communications Department	%			

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner's experience.

Evaluation Data Sources: Community partnership agreements, stakeholder feedback, student participation records, and documentation of mentorship or internship opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Create meaningful opportunities for students, families, and community members to engage, collaborate, and learn together. Expected Result/Impact: Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Strengthen collaboration with civic, cultural, and faith-based organizations to expand student and family access to resources, enrichment programs, and service-learning projects. Expected Result/Impact: Students and families will benefit from extended learning opportunities and community support, enhancing academic success and social-emotional well-being. Staff Responsible for Monitoring: -District Family Engagement Coordinator -Community Partnership Liaison -Campus Principals -Counselors	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Enhance communication and outreach by providing regular updates through newsletters, social media, and parent workshops to ensure families and community members are informed, engaged, and able to actively support student learning. Expected Result/Impact: Families and community members will have greater access to information and resources, leading to stronger engagement, increased attendance at events, and improved collaboration between home, school, and community. Staff Responsible for Monitoring: -Campus Administrators -Family Engagement Coordinators -Communications/PR Department -Counselors	%			

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources: Partnership agreements, community partner surveys, mentorship and internship records, event participation logs, volunteer engagement records, and student outcome data connected to partnerships.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement bilingual and accessible communication tools (e.g., translations, visual guides, ADA-compliant platforms) to ensure outreach meets the needs of all families and student subgroups. Expected Result/Impact: All families, including those from diverse language and accessibility backgrounds, will receive consistent, clear, and equitable communication that allows them to actively engage with the school community. Staff Responsible for Monitoring: -Campus Administrators -Bilingual/ESL Coordinators -Communications/PR Department	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Use interactive platforms (e.g., surveys, feedback forms, town halls, and virtual Q&A sessions) to create two-way communication between the district, families, and community partners. Expected Result/Impact: The campus will build stronger trust and collaboration with families and community members, leading to actionable feedback, improved satisfaction, and more responsive school initiatives. Staff Responsible for Monitoring: -Campus Administrators -Family Engagement Coordinators -Community Partnership Liaisons	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Develop a campus-wide communication calendar that outlines key events, deadlines, and engagement opportunities, shared in advance with families and community partners. Expected Result/Impact: Families and community members will be better informed and able to plan for active participation, resulting in improved attendance at events, stronger partnerships, and increased stakeholder satisfaction. Staff Responsible for Monitoring: -Campus Administrators -Communications/PR Department -Family Engagement Coordinators	%			

Goal 3 – Empowered Staff



Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus-based professional learning opportunities.

Evaluation Data Sources: Tiering document, Strive

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	80%			
Strategy 1: Monitor and analyze data from T-TESS evaluations, Campus Performance Reports, and the campus tiering tool to guide instructional practices, inform decision-making, and provide targeted support where needed.				
Expected Result/Impact: Increased academic performance across core content areas and reduction in achievement gaps, leading to measurable gains in student learning outcomes.				
Staff Responsible for Monitoring: - Campus Administrators, TDSIs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	100%			
Strategy 2: Campus professional development will be strategically aligned with both district and campus priorities, incorporating data-driven learning experiences designed to address identified needs and enhance instructional effectiveness.				

Expected Result/Impact: Professional development will be aligned with identified campus and district needs, focusing on data-informed practices that enhance instructional quality and lead to increased student achievement. Staff Responsible for Monitoring: - Campus Administrators, TDSIs, Teacher leaders				
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Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 2: Implement an onboarding program of learning and support for new to campus staff.

Evaluation Data Sources: Professional Development Plan, Newbie Network documents, Mentorship guides

Strategy 1 Details	Reviews			
Strategy 1: Address the diverse instructional needs of students—particularly those identified as At-Risk, English Learners, and students with special needs—through innovative, engaging, and rigorous instructional strategies, targeted intervention activities, and the strategic use of support personnel and professional development. Expected Result/Impact: Improved student achievement particularly for At-Risk, Second Language, and Special Needs students. Staff Responsible for Monitoring: -Campus Administrators - TDSI -Teacher leaders -LPAC chair -SPED department -Engagement specialists	Formative			Summative
	Nov	Feb	May	July
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Professional Development will provide high quality training for new teachers and mentors as well as oversee the district’s mentor program. Expected Result/Impact: Increased support to new teachers and mentors, improved instructional quality, increased productivity, increased employee retention, and decreased performance issues. Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	85%			

-Campus Administrators - Newbie Network Campus Lead Mentor				
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Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 3: Foster campus-leadership opportunities that strengthen teacher development and intentionally support long-term staff retention.

Evaluation Data Sources: professional development plan, campus and district data spreadsheets

Strategy 1 Details *	Reviews			
Strategy 1: Address the diverse instructional needs of students (with particular focus on At-Risk, Second Language, and Special Needs students) through a variety of innovation, engaging and rigorous instructional strategies, intervention activities, and the provision of support personnel for instruction as well as professional development. Expected Result/Impact: Improved student achievement particularly for At-Risk, Second Language, and Special Needs students. Staff Responsible for Monitoring: - Campus Administrators	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide Instructional Technology Integration training that encompasses teachers, teacher leaders, and administration. Expected Result/Impact: Improved technical skills at the educator and student level Staff Responsible for Monitoring: -Campus Administrators -TDSIs -Assessment Specialist	Formative			Summative
	Nov	Feb	May	July
	50%			

Strategy 3 Details	Reviews			
Strategy 3: Continue the Next Level Leadership program, which addresses hiring highly qualified leaders. Expected Result/Impact: Increased level of professional development opportunities,	Formative			Summative
	Nov	Feb	May	July
	50%			

increased support for district administrators, enhanced administrator skills, and improved employee retention.

Staff Responsible for Monitoring:

- Campus Administrators
- TDSIs
- Assessment Specialist
- Newbie Network Leader

Goal 4 – Safe and Healthy Environment



Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources: Safety drill reports, discipline data, climate surveys, counselor logs, attendance rates, threat assessment team reports, and incident reports.

Strategy 1 Details	Reviews			
Strategy 1: Implement comprehensive campus safety protocols, including regular safety drills, secured entry systems, and updated emergency operations plans. Expected Result/Impact: Students and staff will feel safe and prepared for emergencies, resulting in fewer safety incidents and improved school climate survey results. All staff and students will be aware of the steps to follow during and after an emergency. Staff Responsible for Monitoring: -Campus Principal - Assistant Principals - District Safety & Security Director -Campus Safety Teams.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide social-emotional learning (SEL) support and counseling services to address student wellness, conflict resolution, and behavior needs. Expected Result/Impact: Students will demonstrate improved behavior, stronger coping skills, and increased engagement, resulting in fewer discipline referrals and improved attendance. Staff Responsible for Monitoring: -Counselors -Engagement Specialist - Campus Principal - Assistant Principals - District SEL Coordinator -Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Monitor attendance data, report progress, implement targeted interventions, recognize achievements, and increase student attendance. Expected Result/Impact: Increase in attendance rates to be at or above the district or state average. Staff Responsible for Monitoring: -Attendance administrator -Attendance clerks -Paraprofessionals -Testing coordinator -Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources: Campus climate surveys, Student attendance rates, Counseling and SEL program participation data, Discipline referrals Academic progress monitoring, Tutoring attendance logs, Mentor/mentee feedback

Strategy 1 Details	Reviews			
Strategy 1: Teach SEL, Mentor students, Provide tutoring, Expand wellness supports, and empower the whole student. Expected Result/Impact: -Increased student engagement and resilience -Improved academic performance through tutoring and mentoring supports -Decrease in discipline incidents related to social-emotional skill deficits -Stronger student-teacher relationships and overall school connectedness Staff Responsible for Monitoring: Counselors, Campus Administrators, SEL Coordinators, Teachers, Mentors	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement campus-wide positive behavior interventions and recognition programs to celebrate student growth, effort, and positive contributions. Expected Result/Impact: -Increased motivation and school pride -Reduction in discipline referrals -More students recognized for positive contributions -Improved campus culture and climate survey results Staff Responsible for Monitoring: Administrators, Teachers, Counselors, PBIS/Climate Committee	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3:	Formative			Summative
	Nov	Feb	May	July

Provide professional development for staff in trauma-informed practices, restorative discipline, and strategies to support students' mental health needs. Expected Result/Impact: -Teachers equipped to identify and respond to student needs proactively -Fewer repeat discipline issues -Increased staff confidence in supporting social-emotional and behavioral needs -Improved student well-being as reported in surveys Staff Responsible for Monitoring: Campus Administrators, Counselors, Engagement Specialists	%			
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Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources: Parent and staff climate/culture surveys, Family engagement event attendance logs, Volunteer participation records, Campus visitor logs and safety audit results, Communication metrics (newsletters, website, social media engagement), Discipline and attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen family and community partnerships by hosting regular family engagement events, workshops, and opportunities for collaboration with staff. Expected Result/Impact: -Increased parent and family participation in school activities -Stronger family-school relationships leading to improved student outcomes -Families reporting a greater sense of belonging and connection to the campus community Staff Responsible for Monitoring: Campus Administrators, Family Engagement Coordinator, Counselors, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Promote a culture of staff collaboration, recognition, and wellness through campus-wide activities, celebrations, and consistent communication.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: -Higher staff morale and retention -Increased collaboration and teamwork across grade levels and departments -Staff reporting stronger sense of support, recognition, and belonging Staff Responsible for Monitoring: Campus Administrators, Teacher Leadership Teams, Wellness/Climate Committee				

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

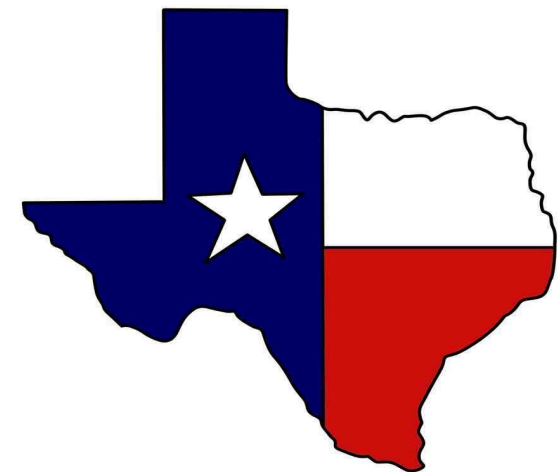
Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources: Staff climate and wellness surveys, Participation logs for wellness activities/programs, Staff attendance records (absenteeism trends), Staff retention data, Feedback from wellness committees

Strategy 1 Details	Reviews			
Strategy 1: Provide staff wellness initiatives such as mindfulness sessions, fitness challenges, health screenings, and access to mental health resources. Expected Result/Impact: -Increased awareness of personal wellness among staff -Improved morale and reduced stress levels -Staff participation in health and wellness activities -Decrease in staff absenteeism due to preventable health issues Staff Responsible for Monitoring Campus Administrators, District Wellness Coordinator, Counselors, Nurse, Teachers leaders, Engagement Specialists	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Build a culture of recognition, balance, and support by offering staff appreciation events, flexible wellness opportunities, and resources promoting work-life balance. Expected Result/Impact -Higher staff morale and sense of being valued -Improved retention rates	Formative			Summative
	Nov	Feb	May	July
	%			

-Increase in positive staff climate survey results related to balance and support -Stronger relationships and collaboration among staff Staff Responsible for Monitoring: Campus Administrators, Human Resources, Wellness/Climate Committee, Engagement Specialists				
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State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff	Office, Instructional	
Professional Staff	Teachers	
Professional Staff	TDSIs	
Professional Staff	Student Engagement Specialist	
Professional Staff	Coaches	

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Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

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

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

Campus Improvement Plan Committee		Meeting Date : _____
Name	Position	
Dr. Markeba Warfield	Principal – Chairperson	
Coronda Raven	Counselor	
Rayna Glasser	Teacher	
Latesha Kennedy	Teacher	
Black Beck	Teacher	
Amy Moore	Assistant Principal	
Ben McPherson	Parent	
Rita Chism	Parent	
Shawneequa Blount	Parent	
Tamika Williams	Community Member	
Nathan Parikh	Community Member	
Rashad Muhammad	District Representative	
Neico Adams	Engagement Specialist	
Arielle Dismuke	Engagement Specialist	
	Dept Chair	
