



NORTH 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

Crowley ISD provides our students with excellence in education so that all students achieve their full potential.

Vision

Crowley ISD will provide all students with a world-class, high-quality education where students are inspired to succeed in the global community.

Campus Motto

Panther P.R.I.D.E. (Personal Responsibility in my Daily Effort) Personified

Campus Call To Action

Excellence in Everything, Everywhere, Everyday



Comprehensive Needs Assessment

Needs Assessment Overview

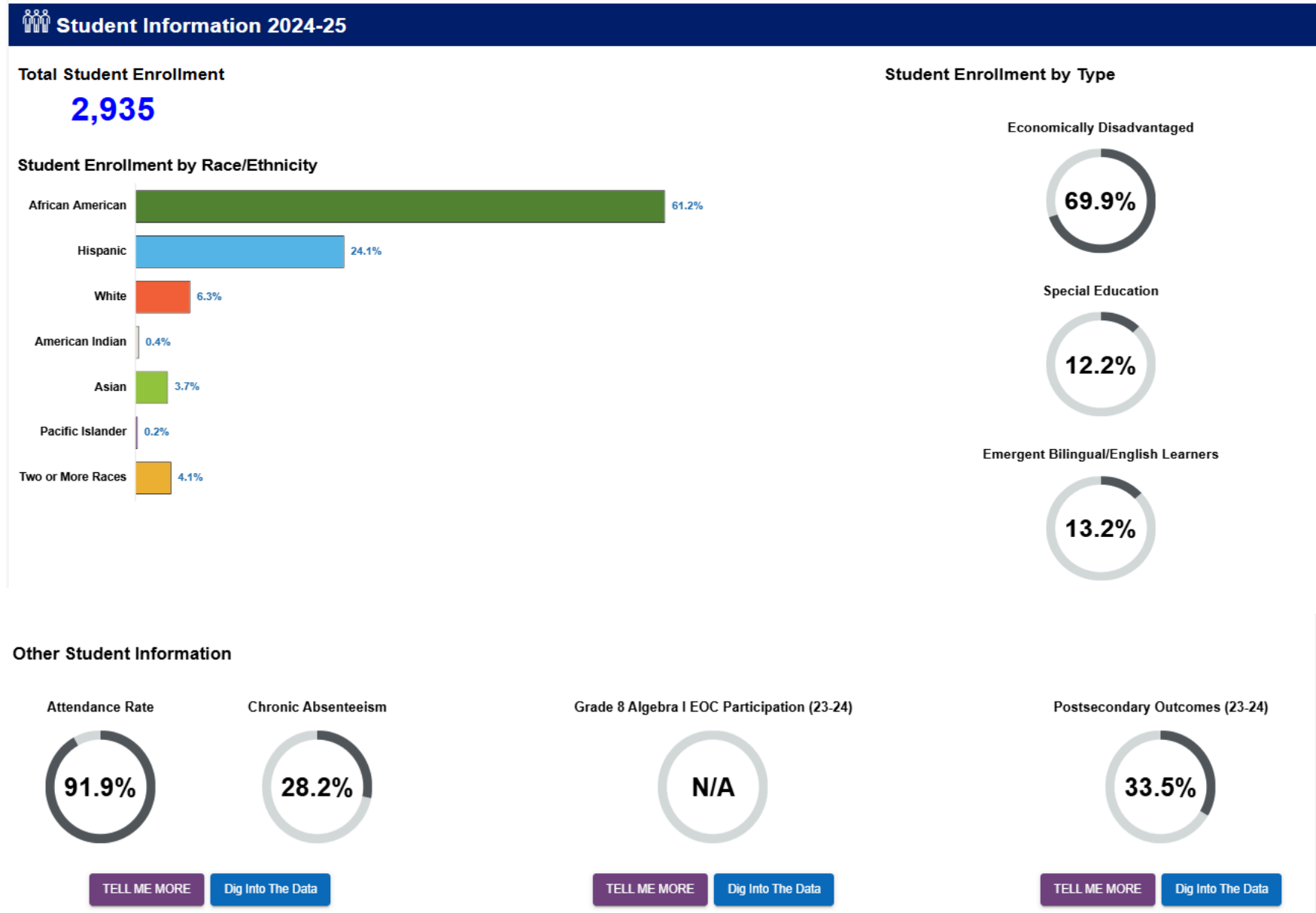
North Crowley High School serves a diverse, talented student body with multiple pathways to success, including Advanced Placement, dual credit, and career-technical programs. Our community values rigorous academics and real-world readiness, and our staff is committed to high-quality instruction and strong relationships. Recent results from state assessments, attendance, and College, Career, and Military Readiness (CCMR) show meaningful growth alongside persistent gaps for specific student groups. We see momentum in courses like Biology and U.S. History and increasing participation in advanced coursework, yet we must accelerate progress in English I/II and Algebra I, strengthen foundational literacy and numeracy, and ensure supports for Emergent Bilingual and Special Education students are implemented with fidelity. Attendance patterns and 9th-grade on-track rates signal the need to protect learning time and deliver earlier, more targeted interventions. Our families are key partners; to fully meet student needs, we will expand two-way, multilingual communication and continue building an inclusive, safe campus culture. The following priorities reflect our commitment to every Panther—closing opportunity gaps, improving daily learning experiences, and ensuring all students graduate prepared for college, career, and life.

Summary of Key Needs

- Improve proficiency and growth in English I/II and Algebra I, especially for students who started below grade level and specific student groups.
- Reduce chronic absenteeism and increase daily attendance to protect instructional time.
- Strengthen on-track rates and credit completion to boost graduation outcomes.
- Expand and support advanced coursework participation (AP/dual credit) while improving pass rates.
- Increase CCMR outcomes, including industry-based certifications (IBCs).
- Enhance targeted support for Emergent Bilingual and Special Education students through MTSS/RTI and co-teaching.
- Improve family engagement and communication in multiple languages.
- Stabilize student behavior and sense of belonging through consistent MTSS systems and positive culture.

Demographics

Demographics Summary



Demographics Strengths

North Crowley High School’s greatest strength is its rich diversity. Our students represent multiple cultures and languages, creating daily opportunities for global learning and empathy. This diversity is matched by expanding access to advanced coursework and career pathways—students can pursue AP and dual credit classes alongside robust CTE programs that lead to real-world skills and industry certifications. Our staff is highly qualified and increasingly reflective of our student body, with strong certification rates and a growing core of experienced teachers. We support emergent bilingual students and students receiving special education services with targeted, data-informed interventions and co-taught classes, ensuring that all learners can thrive in rigorous classrooms. Attendance initiatives, mentorship, and family partnerships are helping reduce barriers to chronic absenteeism and keep students connected to school. Together, these strengths—diverse identities, multiple pathways to success, expert staff, and holistic supports—position North Crowley students for college, career, and life readiness.

Student Achievement

Student Achievement Summary

 **SCHOOL PROFILE**

Overall Rating



78 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

TELL ME MORE

Additional Details

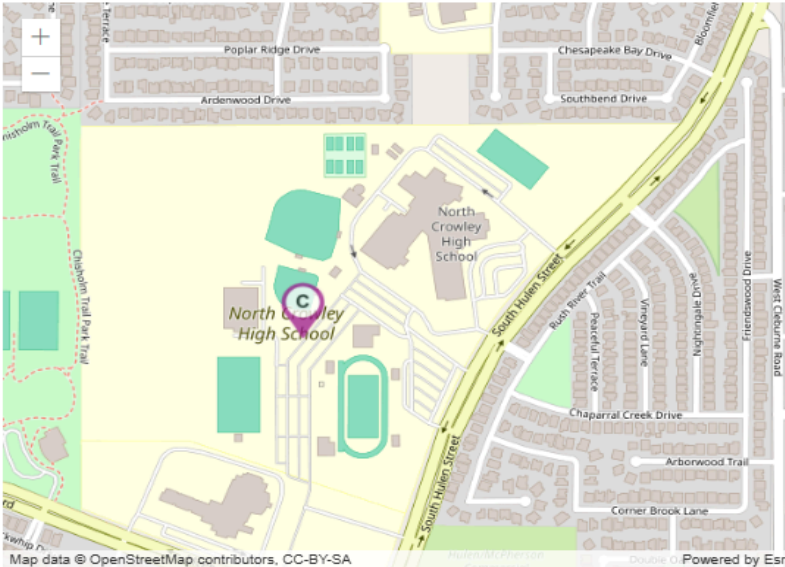
Address:
9100 S Hulen
Fort Worth, TX 76123

Phone:
(817) 263-1250

Principal Name:
Dr Mario Layne

 School Website

Address, phone, administrator, and website reflect school year 2025-26. For details see [AskTED](#)



Map data © OpenStreetMap contributors, CC-BY-SA. Powered by Esri

Page 5 of 40

Distinction Designations



TELL ME MORE

Academic Programs

• Advanced Placement (AP) Course(s)

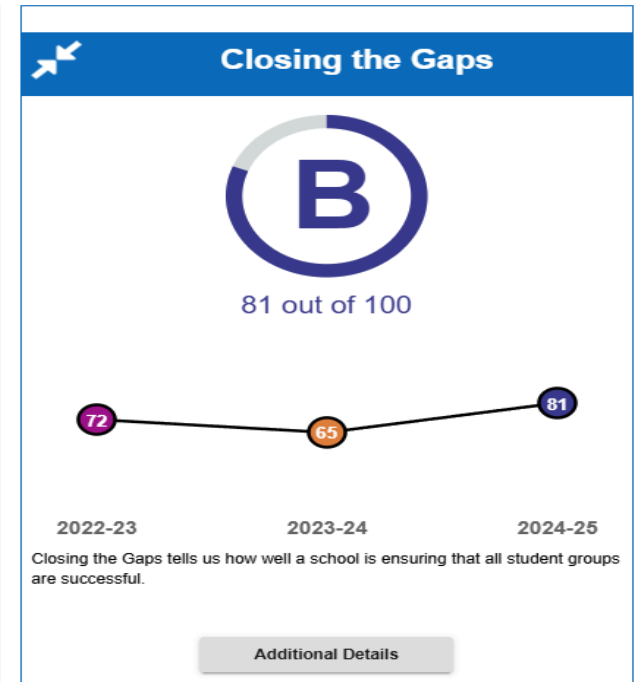
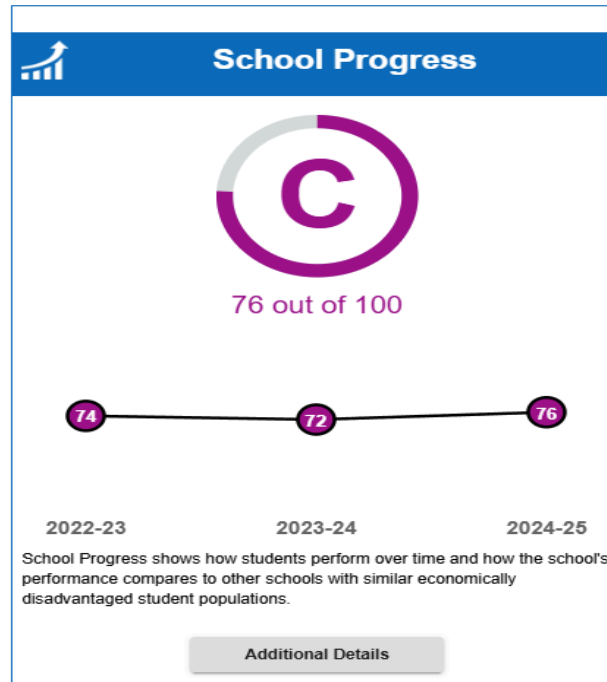
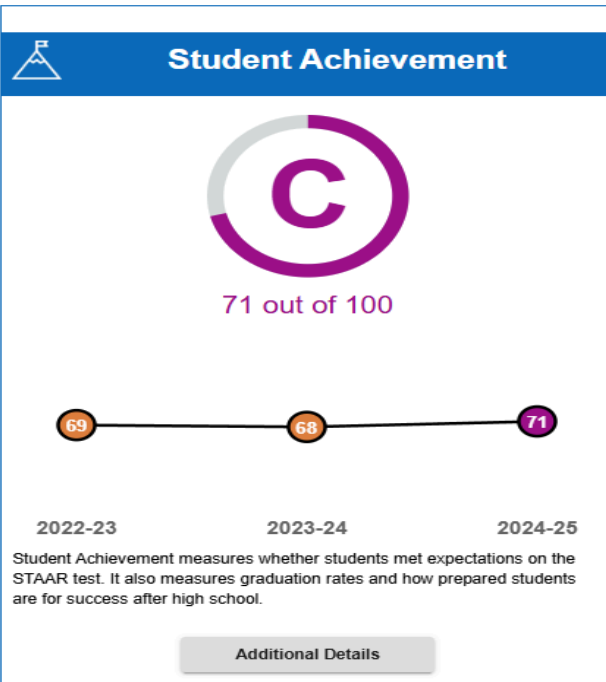
• Dual Credit Course(s)

• Early College High School

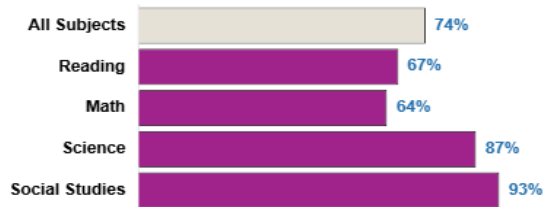
• Two-Way Dual Language Immersion Program

TELL ME MORE

Overall Performance Details

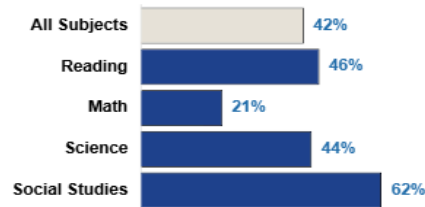


Percentage of Students Approaching Grade Level or Above



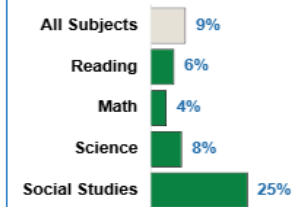
Subject	This School	District
All Subjects	74%	64%
Reading	67%	68%
Math	64%	57%
Science	87%	68%
Social Studies	93%	67%

Percentage of Students Meeting Grade Level or Above



Subject	This School	District
All Subjects	42%	36%
Reading	46%	43%
Math	21%	28%
Science	44%	33%
Social Studies	62%	39%

Percentage of Students Mastering Grade Level



Subject	This School	District
All Subjects	9%	11%
Reading	6%	13%
Math	4%	10%
Science	8%	8%
Social Studies	25%	16%

* Indicates results are masked due to small numbers to protect student confidentiality

College, Career, and Military Readiness Details

CCMR Criteria	This School	District
Total credit for CCMR criteria	71.0%	70.0%
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course	36.8%	40.8%
Scored at or above the college ready standard on SAT, ACT, TSIA	26.8%	29.7%
Met criterion score on AP/IB exam(s)	7.4%	7.2%
Earned college credit for a dual credit course	15.4%	15.0%
Earned an industry-based certification	38.8%	38.7%
Earned a level I or level II certificate	0.2%	0.2%
Earned an associate degree	4.2%	4.0%
Completed an OnRamps course and qualified for college credit	20.0%	16.7%
Graduated with completed individualized education program (IEP) and workforce readiness	2.5%	1.8%
Graduated under an advanced diploma plan and identified as a current special education student	6.8%	6.2%
Enlisted in the U.S. Armed Forces	0.2%	0.1%

Graduation/Completion Rate Details

	This School	District
Four-Year Graduation Rate	90.7%	91.3%
Five-Year Graduation Rate	93.7%	92.8%
Six-Year Graduation Rate	93.4%	93.0%
Dropout Rate	1.4%	1.5%

[Dig Into The Data](#)

Student Achievement Strengths

- Rising proficiency and growth: Year-over-year gains in core subjects, with strong student growth percentiles indicating effective instruction across tiers.
- Advanced coursework success: Increased enrollment and pass rates in AP/IB/Dual Credit and CTE certifications—more students attempting and succeeding in rigorous pathways.
- Closing gaps: Notable improvement among historically underserved groups; shrinking gaps in proficiency and graduation through targeted supports and progress monitoring.
- College, career, and military readiness: Upward trends in CCMR indicators (TSIA, SAT/ACT benchmarks, industry certs), plus expanded work-based learning and capstone opportunities.
- Graduation and on-track rates: Steady/improving 4-year cohort graduation and ninth-grade on-track indicators (credits earned, Algebra I completion).
- Literacy and numeracy foundations: Growth in early indicators (PSAT/SAT subscores, interim benchmarks) and increased mastery of priority standards.
- Attendance and engagement: Improved average daily attendance and reduced chronic absenteeism correlated with better course performance.
- Effective Tier 1 instruction and intervention: Consistent use of data-driven PLCs, formative checks, and timely Tier 2/3 supports yielding measurable gains.
- Student voice and belonging: Climate survey gains and higher course completion suggest a positive learning environment that supports achievement.
- Family and community partnerships: Strong communication and outreach contributing to improved readiness, attendance, and postsecondary planning.

Campus Culture and Climate

Campus Culture and Climate Summary

North Crowley High School is committed to a safe, inclusive, and engaging environment where every student is known, challenged, and supported. We emphasize strong relationships, clear expectations, and meaningful opportunities for student voice and leadership. Teachers implement consistent Tier 1 behavior systems and routines that maximize learning time, while counselors, administrators, and support staff partner to address individual needs through mentoring, restorative practices, and

timely interventions. Student involvement is a hallmark of our campus: athletics, fine arts, clubs, and CTE organizations provide belonging and build real-world skills. Our families are essential partners, with multilingual communication, accessible events, and community resources that reduce barriers to attendance and participation. We monitor key indicators—attendance, belonging/safety surveys, discipline trends, and participation in activities—to guide continuous improvement. Current strengths include a welcoming school culture, high levels of extracurricular engagement, and growing student leadership. Our focus areas include increasing daily attendance, reducing chronic absenteeism and disproportional discipline, and deepening two-way communication so that every Panther feels safe, respected, and connected to a pathway to success.

Campus Culture and Climate Strengths

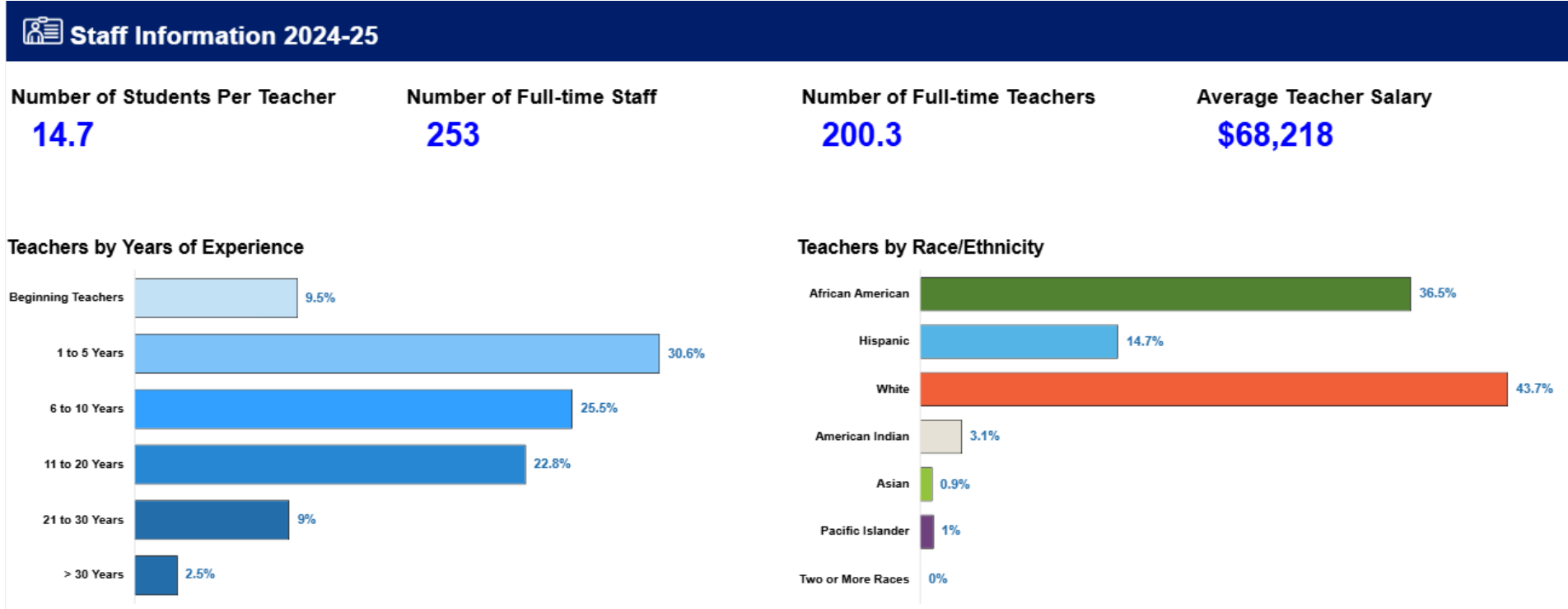
- Welcoming, inclusive environment with clear, campus-wide expectations
- Strong student–adult relationships; advisory/mentoring supports
- High participation in athletics, fine arts, CTE, and clubs
- Growing student leadership and voice (student council, ambassadors, peer mentors)
- Consistent Tier 1 classroom routines that maximize learning time
- Restorative practices and recognition systems that reinforce positive behavior
- Multilingual, family-friendly communication and accessible campus events
- Collaborative support teams (counseling, APs, teachers) for timely interventions
- Safe campus practices with visible staff presence and crisis procedures
- Culturally responsive celebrations that honor student identities
- Partnerships with community organizations that expand resources and opportunities
- Data-informed monitoring of attendance, behavior, and belonging to guide actions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

North Crowley High School is staffed by a committed, highly qualified team focused on rigorous instruction and strong relationships. We prioritize hiring certified educators who reflect our community, support them with targeted professional learning, and retain them through coaching, recognition, and clear growth pathways. Collaborative PLCs, instructional coaching, and leadership opportunities help teachers refine practice and advance in their careers. We strategically recruit early, cultivate student teachers and paraprofessionals into teaching roles, and partner with universities to build a pipeline in high-need areas such as math, science, special education, and bilingual education. New teachers receive onboarding,

mentoring, and reduced barriers to success, while experienced staff lead campus initiatives and mentor peers. Our culture emphasizes wellness, recognition, and two-way feedback, contributing to improved retention and stability in core content teams. Ongoing goals include increasing staff diversity, expanding certifications (e.g., ESL, special education, AP/dual credit credentials), and maintaining competitive compensation and supports that ensure every classroom has an effective teacher all year.



- Positive culture and support: Strong onboarding, buddy/mentor systems, and recognition programs that boost morale and efficacy.
- Strategic recruitment: Early hiring timelines, partnerships with universities/alt cert programs, and diverse candidate pipelines.
- Competitive retention practices: Step increases, stipends for high-need areas, and flexible pathways (lead teacher roles, micro-credentials).
- Data-informed talent decisions: Use of walkthrough trends, student growth, and survey data to guide coaching and staffing.
- Instructional leadership: AP/coach team models classrooms, provides bite-sized coaching, and monitors implementation with fidelity.
- Workload and wellness supports: Streamlined systems, protected planning time, and access to wellness resources reduce burnout.
- Inclusive, collaborative culture: Staff voice in decision-making, cross-team collaboration, and high participation in campus initiatives.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

North Crowley High School delivers a TEKS-aligned curriculum with clear learning goals, common assessments, and supports that help every student grow. Teachers plan collaboratively in PLCs to unpack standards, design engaging lessons, and build checks for understanding that inform real-time adjustments. Instruction follows a gradual-release model (I do, we do, you do) and emphasizes literacy across content, academic discourse, and problem-solving. We provide multiple pathways—Advanced Placement, dual credit, and robust CTE sequences—so students experience both rigor and relevance.

Assessment is used to improve learning, not just measure it. Teams employ frequent formative checks, common unit assessments, and data meetings to identify misconceptions, plan targeted re-teach, and provide intervention and extension. Progress monitoring within our MTSS framework ensures timely support for emergent bilingual students, students receiving special education services, and others who need acceleration or scaffolds. Technology and instructional materials are selected for accessibility and alignment, with accommodations embedded to meet diverse needs.

Our priorities include:

Tightening alignment from TEKS to daily tasks and assessments to ensure cognitive rigor matches the standard.

Increasing the quality of formative assessment and feedback, especially hinge questions and exemplar-based success criteria.

Strengthening Tier 1 literacy and numeracy routines in all subjects (reading/writing in ELA, math talk and modeling in math, data analysis in science, source analysis in social studies).

Expanding support for success in advanced coursework (AP/dual credit) through pre-teaching of prerequisite skills and tutoring labs.

Using data cycles to close gaps for specific student groups while celebrating growth.

Curriculum, Instruction, and Assessment Strengths

- Coherent, standards-aligned curriculum: Clear scope and sequence with priority standards, vertical alignment, and accessible unit guides.
- High-quality instructional core: Consistent use of evidence-based practices (learning targets, checks for understanding, student discourse, and retrieval practice).
- Data-driven PLCs: Regular cycles analyzing student work, setting goals, and adjusting instruction and interventions.
- Differentiation and supports: Tiered scaffolds, accommodations, and extensions that meet diverse learner needs.
- Formative assessment culture: Frequent, aligned CFUs, exit tickets, and interim benchmarks driving timely reteach/enrichment.
- Assessment literacy: Common assessments with clear rubrics and item analyses informing re-teaching of specific standards.
- Technology-enhanced learning: Purposeful use of digital tools to increase engagement, feedback, and access.
- Curriculum coherence across courses: Common pacing and anchor tasks ensure equity and comparability of rigor.
- Writing across the curriculum: Embedded discipline-specific literacy strategies (claim-evidence-reasoning, technical writing).
- Continuous improvement loop: Walkthrough trends and outcome data feed revisions to curriculum and PD.

Parent and Community Engagement

Parent and Community Engagement Summary

North Crowley High School partners with families and community organizations to support every student's success. We prioritize clear, two-way communication in multiple languages, frequent updates on student progress, and accessible events that connect families to academic goals and campus resources. Our engagement calendar includes curriculum nights, FAFSA/TSIA workshops, college and career fairs, fine arts and athletics showcases, and targeted meetings for 9th-grade transition, emergent bilingual families, and seniors. We collaborate with local businesses, faith-based groups, and higher-education partners to provide mentoring, internships, service projects, and industry certifications.

To reduce barriers, we offer flexible meeting times, virtual options, childcare when possible, and translated materials. Feedback is gathered through surveys, focus groups, and advisory councils, and it directly informs campus decisions. Family volunteers and booster organizations play a key role in building school spirit and expanding opportunities for students.

Focus areas for the coming year:

Increase family participation in academic conferences and workshops, especially for students needing intervention.

Strengthen communication systems so families receive timely, actionable information about learning and attendance.

Grow partnerships that expand wraparound supports (health, food, transportation).

Elevate student and family voice in decision-making through PTA involvement, Parent Engagement Activities and regular feedback loops.

Parent and Community Engagement Strengths

School Context and Organization

School Context and Organization Summary

North Crowley High School operates a student-centered schedule and support system designed to maximize learning time, ensure safety, and provide clear pathways to graduation and postsecondary success. The master schedule aligns core instruction, intervention, and enrichment, with dedicated time for PLC collaboration so teachers can analyze data, plan TEKS-aligned lessons, and respond to student needs. Ninth-grade transition supports, advisory/mentoring, and MTSS processes help identify students early and coordinate academic, attendance, and behavior interventions.

Campus leadership teams—Instructional Leadership Team, Department Chairs, Counselors, and Student Support Services—meet on a regular cycle to monitor progress on goals, address barriers, and adjust resources. Clear operational routines (arrival/dismissal, hallway transitions, common classroom expectations) promote a safe, orderly environment. Counselors and registrars manage course sequencing and CCMR planning, while CTE, fine arts, and athletics provide broad opportunities for involvement. Communication with families is organized through regular updates, multilingual messaging, and accessible events.

Priorities for improvement include strengthening cross-departmental coherence (curriculum to assessment to intervention), refining data systems for real-time decision-making, and continuing to reduce barriers to attendance and engagement. By aligning structures, schedules, and stakeholder roles, North Crowley ensures every student is known, supported, and on track to graduate college, career, and life ready.

School Context and Organization Strengths

- Clear mission and priorities: Shared vision centered on student achievement, safety, and readiness, communicated in staff and family channels.
- Strong leadership structures: Defined roles for admin, department chairs, and PLC leads with consistent meeting cadences and follow-through.
- Effective PLC systems: Regular collaborative planning with data protocols, intervention plans, and cross-curricular alignment.
- Robust MTSS/RTI framework: Tiered supports, progress monitoring, and documented intervention cycles for academics and behavior.
- Safe, orderly environment: Proactive discipline systems (PBIS/Restorative practices), consistent expectations, and declining incidents.

- Efficient operations: Master schedule supports intervention/enrichment, protected instructional minutes, and timely support services.
- Communication and family engagement: Multi-channel outreach in multiple languages; strong turnout for conferences and events.
- Strategic resource use: Budgets, staffing, and grants aligned to campus goals; targeted investments in high-need areas.
- Community partnerships: Collaborations with local colleges, businesses, and organizations that expand opportunities for students.
- Continuous improvement culture: Use of data dashboards, surveys, and feedback loops to refine practices and celebrate wins.

Technology

Technology Summary

North Crowley High School leverages technology to enhance teaching, learning, and operations. Classrooms are equipped for blended instruction, with learning platforms that support TEKS-aligned content, formative assessment, and collaboration. Students access devices for research, creation, and data-driven practice, while teachers use instructional tools for differentiation, progress monitoring, and timely feedback. Technology supports college and career readiness through CTE pathways, industry-standard software, and opportunities for certifications.

Infrastructure and support include reliable wireless coverage, classroom display/AV, and helpdesk services that prioritize minimal downtime. Digital citizenship and online safety are embedded into advisory and core classes so students use technology responsibly. Accessibility features and translation tools help ensure all learners and families can engage with school resources.

Priorities for the coming year:

Deepen integration of tech into Tier 1 instruction (CFUs, academic discourse, writing across content).
 Expand student creation and authentic products (media, coding, data visualization) beyond consumption.
 Increase teacher capacity through targeted PD and coaching on high-impact tools.
 Strengthen cybersecurity, data privacy, and account management practices.
 Improve equitable access to devices, connectivity, and assistive technology for students with specific needs.

Technology Strengths

Reliable infrastructure: Robust Wi-Fi coverage, device availability, and quick turnaround on tech support tickets.

1:1 or near-1:1 access: Students and staff have consistent access to updated devices and essential learning platforms.

Instructional technology integration: Teachers use tech purposefully (formative checks, feedback, collaboration) aligned to standards and UDL.

Data-informed instruction: Dashboards and assessment platforms guide timely reteach/enrichment and student goal-setting.

Accessible learning tools: Built-in supports (read-aloud, translation, captioning) increase access for multilingual learners and students with IEP/504 plans.

Digital citizenship and safety: Routinely taught expectations and monitored platforms keep students safe and responsible online.

Professional learning for EdTech: Ongoing, just-in-time training and coaching help teachers design high-impact tech-enabled lessons.

Interoperable systems: SSO and LMS integrations reduce friction; rostering automates course setup and updates.

Innovation culture: Teachers pilot new tools, share best practices, and scale what works through PLCs and showcases.

Family engagement: Tech-enabled communication, portals, and translation tools keep families informed and connected.

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:

Strategy 1 Details	Reviews			
Strategy 1: Implement a Career Fair using NCHS Alumni to exposure Junior and Senior students to a variety of opportunities after high school and graduation Expected Result/Impact: 90% of the students participate in the career fair Staff Responsible for Monitoring: Lora Macaulay, Serena Watkins, Dr. Mario Layne, Ms. Lewis	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Implement a “For The Culture” student orientation with guest panelists who can speak to what it takes to strengthen academic achievement for success after graduation. Expected Result/Impact: 90% of students participate in the student orientation Staff Responsible for Monitoring: Dr. Mario Layne and Ms. Lewis	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Work with CTE district personnel to strengthen academic achievement and postsecondary success by embedding authentic, career-connected experiences across grades 10–12.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: 50% of students or higher graduate with an IBC certification Staff Responsible for Monitoring: Lora Macaulay, Dr. Mario Layne, Mr. Lawson				

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:

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all students who have failed an EOC exam are scheduled in an intervention/support course that meets the individual needs of students and helps to close the academic gaps . Expected Result/Impact: 10% Approaches Growth for retesters in all subjects by EOY. Staff Responsible for Monitoring For retesters in all subjects by EOY. Gadwin Stewart, Krystal Sullivan, Dr. Fanta Fridia, Dr. Jose Ferdinand, Mr. Markeith West, Ms. Lora Macaulay, Dr. Mario Layne	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure the Master Schedule allows for critical PLC time for planning, learning design/refinement, lesson rehearsal and data analysis. Expected Result/Impact: 10% Approaches Growth for retesters in all subjects by EOY. Staff Responsible for Monitoring: Lora Macaulay, Nicole Crymes, Ms. Watkins, Dr. Mario Layne	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide After School Tutorials and pullout interventions to ensure additional time on task for STAAR skill practice Expected Result/Impact: At Least 10% Approaches, 8% Meets and 5% Masters growth on all EOC exams by EOY. Staff Responsible for Monitoring: Gadwin Stewart, Krystal Sullivan, Dr. Fanta Fridia, Dr. Jose Ferdinand, Mr. Markeith West, Ms. Lora Macaulay, Dr. Mario Layne	Formative			Summative
	Nov	Feb	May	July
	Benchmark 1			

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:

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all students select a CTE Pathway and are on track to earn completer status for CCMR. Expected Result/Impact: 90% or higher of seniors graduate as completers Staff Responsible for Monitoring: Lora Macaulay, Serena Watkins, Dr. Mario Layne, Dr. Annette Duvall	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Ensure that all seniors are on track to earn an Industry Based Certification in their program of study. Expected Result/Impact: 90% or higher of seniors graduate having passed their aligned Industry Based Certification. Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

Lora Macaulay, Serena Watkins, Dr. Mario Layne, Dr. Annette Duvall				
--	--	--	--	--

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
	%			
Strategy 3: Ensure that all seniors receive the instructional support and opportunities to test on campus to successfully pass the TSIA exam for Math and ELAR to be college ready. Expected Result/Impact: 60% or higher of all seniors graduate TSIA complete having passed Math and ELAR. Staff Responsible for Monitoring: Lora Macaulay, Nicole Crymes, Dr. Stacey Flinner, Dr. Mario Layne				

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:

Strategy 1 Details	Reviews			
Strategy 1: Hire a Family and Student Engagement Coordinator responsible for planning, organizing and executing events for students, families and community members to engage and learn together. Expected Result/Impact: Implementation of at Least 2 Family/Community Events per semester, and at least 2 student engagement events per semester Staff Responsible for Monitoring: Chanel Lewis, Dr. Mario Layne	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement All Pro Dads as a support for students on campus. Expected Result/Impact: Regular participation in All Pro Dad events by at least 20 Fathers. Staff Responsible for Monitoring: Mr. West, Ms. Lewis	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with PTA to grow enrollment and implement Dads on Duty and Moms on a Mission initiatives. Expected Result/Impact: Regular participation in Dads on Duty and Moms on a Mission by at least 10 fathers and 10 mothers. Staff Responsible for Monitoring: Ms. Lewis, Dr. Layne, Marie Laszek	Formative			Summative
	Nov	Feb	May	July
	%			

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:

Strategy 1 Details	Reviews			
Strategy 1: Implement a school/community partnership luncheon to celebrate current partnerships and also establish new opportunities to support students. Expected Result/Impact: Engage the support of at least 5 New Partnerships to support campus initiatives by the end of the year Staff Responsible for Monitoring: Ms. Lewis, Mr. West	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement Phirst Fridays with Alpha Phi Alpha Fraternity, Incorporated, the Beta Tau Lambda Chapter to have fraternity members presence in the hallways on the first Friday of each month. Expected Result/Impact: 20% reduction in ISS, OSS and DAEP Placements by the EOY Staff Responsible for Monitoring: Dr. Layne, Dr. Ferdinand	Formative			Summative
	Nov	Feb	May	July
	%			

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:

Strategy 1 Details	Reviews			
Strategy 1: Send weekly video updates and newsletters to parents/community to celebrate campus successes, updates on campus needs and also information about the upcoming weeks' activities Expected Result/Impact: 90% of the families indicate that communication from NCHS is positive - EOY Staff Responsible for Monitoring: Dr. Mario Layne	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Grow the social media followers and use the platforms as a tool to regularly share stories and points of pride for North Crowley High School. Expected Result/Impact: Facebook Followers increase to 17,000 or higher by the end of the year Staff Responsible for Monitoring: Dr. Mario Layne, Mr. Harrell	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide weekly survey opportunities for both staff and families to send feedback to the campus Expected Result/Impact: 90% of the staff and families indicate they feel heard - EOY Staff Responsible for Monitoring: Dr. Mario Layne	Formative			Summative
	Nov	Feb	May	July
	%			

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:

Strategy 1 Details	Reviews			
Strategy 1: Use walkthrough data from Eduphoria and Sibme to assess the professional learning needs of our educators. Expected Result/Impact: Retention of 95% of faculty and staff at the end of the year Staff Responsible for Monitoring: Dr. Mario Layne	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Train teachers on use of technology applications Sibme, SchoolAI, BenQ, IXL, and Sirrus. Expected Result/Impact: Retention of 95% of faculty and staff at the end of the year Staff Responsible for Monitoring: All Admin, TDSIs	Formative			Summative
	Nov	Feb	May	July
	%			

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:

Strategy 1 Details	Reviews			
Strategy 1: Implement a monthly professional learning program for new teachers to support their growth and development. Expected Result/Impact 95% of all new teachers retained by the end of the year. Staff Responsible for Monitoring: Dr. Fanta Fridia, Dr. Mario Layne, Campus Department Heads	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement a mentor program with regular mentor/mentee check-ins. Expected Result/Impact: 95% of all new teachers retained by the end of the year. Staff Responsible for Monitoring: Dr. Fanta Fridia, Dr. Mario Layne, Campus Department Heads	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 2: Expected Result/Impact: 95% of all new teachers retained by the end of the year. Staff Responsible for Monitoring: Dr. Fanta Fridia, Dr. Mario Layne, Campus Department Heads	Formative			Summative
	Nov	Feb	May	July
	%			

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:

Strategy 1 Details	Reviews			
Strategy 3: Use the Sibme lesson recording system to use AI to help coach and develop teachers with high quality feedback. Expected Result/Impact: 95% of all teachers retained by the end of the year. Staff Responsible for Monitoring: Dr. Mario Layne, Campus TDSIs and Assistant Principals	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure that all faculty have access to SchoolAI to aid and simplify lesson plan development and feedback Expected Result/Impact: 95% of all teachers retained by the end of the year. Staff Responsible for Monitoring: Dr. Mario Layne, Campus TDSIs and Assistant Principals	Formative			Summative
	Nov	Feb	May	July
	%			

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:

Strategy 1 Details	Reviews			
Strategy 1: Implement Alpha Villages which are groups of administrators, counselors and department heads who mentor our most at risk students Expected Result/Impact: 20% reduction in ISS, OSS and DAEP Placements by the EOY Staff Responsible for Monitoring: Dr. Mario Layne, APs, Counselors, Department Heads	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement a focus for developing a growth mindset on campus by implementing lessons each six weeks. Expected Result/Impact: 20% reduction in ISS, OSS and DAEP Placements by the EOY Staff Responsible for Monitoring: Dr. Layne, Ms. Lewis	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Implement a system for ensuring at least 70% of 10-12th students are connected to a club, sport or organization Expected Result/Impact: 20% reduction in ISS, OSS and DAEP Placements by the EOY Staff Responsible for Monitoring: Ms. Lewis, Dr. Layne	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:

Strategy 1 Details	Reviews			
Strategy 1: Implement Grade Level culture orientations designed to teach students about conflict management, creating a vision for their future and striving towards excellence. Expected Result/Impact: Reduction in ISS and OSS placements for the year by 20% Staff Responsible for Monitoring: Ms. Lewis, Dr. Layne	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement guided lessons each six weeks on growth mindset and CASEL Framework Expected Result/Impact: Reduction in ISS and OSS placements for the year by 20% Staff Responsible for Monitoring: Ms. Lewis, Dr. Layne	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Implement student of the month recognition program Expected Result/Impact: Reduction in ISS and OSS placements for the year by 20% Staff Responsible for Monitoring: Ms. Lewis, Mr. West	Formative			Summative
	Nov	Feb	May	July
	%			

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:

Strategy 1 Details	Reviews			
Strategy 1: Train front office staff on Chik-Fil-A customer service traits Expected Result/Impact: Reduction in ISS and OSS placements for the year by 20% Staff Responsible for Monitoring: Dr. Layne	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure that we consistently are welcoming to students in the AM with music, polite greetings, high fives, hand shakes and gentle redirection Expected Result/Impact: Reduction in ISS and OSS placements for the year by 20% Staff Responsible for Monitoring: All Admin Team, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

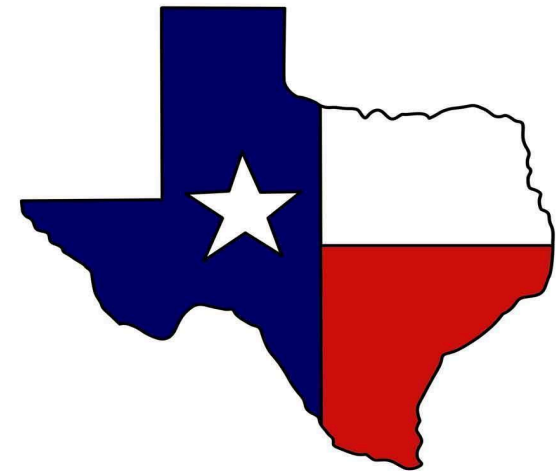
Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Ensure staff and students are aware of district resources for mental health (Invicta) Expected Result/Impact: Reduction in ISS and OSS placements for the year by 20% Staff Responsible for Monitoring: Counseling Team, Admin Team	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement Monthly staff celebrations and recognition such as Waffle Wednesday, Nacho Thursday etc. Expected Result/Impact: Reduce staff absenteeism by 20% Staff Responsible for Monitoring: Counseling Team, Admin Team	Formative			Summative
	Nov	Feb	May	July
	%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Dr. Mario Layne	Principal	
Mr. Markeith West	Associate Principal	
Dr. Fanta Fridia	Assistant Principal	
Dr. Jose Ferdinand	Assistant Principal	
Mr. Frank Lawson, Jr.	Assistant Principal	
Ms. Lora Macaulay	Assistant Principal	
Ms. Florence Fickens	Department Head	
MS. Catherine Wiley	Department Head	
Mr. Joseph Schaefer	Department Head	
Dr. Ursula Bond	Department Head	
Ms. Christian Morgan	Department Head	
Mrs. Miriam Stewart	Department Head	
Mr. Terry Moore	Department Head	
Mr. Korlin White	Department Head	
Mr. Randal Caraway	Department Head	
Ms. LaKecia Clayton	Counselor	
Ms. Katrina Johnson	Counselor	
Ms. Elfreda Boyd	Counselor	
Ms. Jarita Galbreath	Counselor	

Ms. Serena Watkins	Counselor
Dr. Michelle Harris	Counselor
Mrs. Marissa Phillips	TDSI
Mr. Gadwin Stewart	TDSI
Mrs. Nicole Crymes	Test Coordinator
Ms. Chanel Lewis	Family and Student Engagement Specialist
Mrs. Mirella Villegas	Para-Professional
Ms. Tomecka Hunt	Para-Professional
Ms. Marie Laszek	PTA President
Tylin Turntine	Student
Nariah Brown	Student
Shelby Gray	Student
Kiersten Toney	Student
Brayuna Ramsey	Student
Payton Morehead	Student
Tatiana Berry	Student

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

