



**CROWLEY NINTH GRADE
CAMPUS (CH9)**

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Our mission at Crowley Ninth Grade Campus is to create a safe, equitable, and nurturing environment so that ALL students can thoroughly develop the academic knowledge and social/emotional skills that are essential to achieving their full potential.

Vision

Students thrive as influential members of the global community by applying their academic knowledge and social/emotional skills to pursue their personal and professional passions.

Campus Values

At Crowley Ninth Grade Campus, we value **equity** by ensuring all students have the support to succeed. We prioritize **safety and well-being** in a nurturing environment. We show **respect** through dignity, empathy, and kindness. We pursue **excellence** with high expectations and continuous growth. We build **community** through collaboration, foster **innovation** with creativity and critical thinking, and grow **leadership** by empowering students to make a positive impact.

Campus Motto

“Excellence is our standard, not our goal.”

Comprehensive Needs Assessment

Needs Assessment Overview

Campus administrators collaborate with staff and the Campus Performance Objectives Committee (CPOC) to develop the Campus Improvement Plan (CIP). The district's Comprehensive Needs Assessment (CNA) and Vision 2030 serve as guiding documents to ensure that CH9's strategies align with the overall mission of Crowley ISD: **to provide students with excellence in education so that all students achieve their full potential.**

While the district establishes the overarching framework through Vision 2030, our campus conducts a comprehensive needs assessment to identify specific strengths, areas of growth, and targeted priorities. Input is gathered from multiple sources including campus staff, parents, students, and community members to ensure that the CIP reflects the unique needs of our learning community.

The CNA process includes the analysis of student achievement data, demographic trends, attendance, discipline, stakeholder feedback, and staff capacity. This data informs the development of strategies that directly address campus priorities while aligning with the four district goals:

Goal 1: Thriving Students - We will provide every student with a rigorous, engaging, and supportive learning experience that equips them to achieve academic success and develop skills for future readiness. Campus priorities include high-quality Tier 1 instruction, targeted interventions, enrichment opportunities, and support for the whole child.

Goal 2: Engaged Community - We will foster strong partnerships with parents, families, and community members to support student success. Campus strategies include regular two-way communication, opportunities for family engagement in learning such as STEM Night, and collaboration with community organizations to strengthen resources for students.

Goal 3: Empowered Staff - We will invest in the growth and well-being of our educators and staff. The campus CNA identifies professional development needs, provides mentoring and coaching support, and ensures that staff are equipped with the tools, resources, and recognition they need to excel in their roles.

Goal 4: Safe and Healthy Environment - We will ensure that our campus is a safe, supportive, and inclusive environment for all students and staff. Campus strategies focus on safety protocols, social-emotional learning, behavior supports, positive school culture, and wellness initiatives.

Campus administrators and the CPOC review strategies at least three times during the school year (November, February, and May) and conduct a summative review in July. Progress monitoring allows for adjustments to strategies and ensures alignment with performance measures and targeted outcomes. Through this ongoing cycle of review and reflection, the campus ensures that its improvement efforts remain responsive to student needs and aligned with Vision 2030.

Demographics

Demographics Summary

Crowley Ninth Grade is part of Crowley ISD, a suburban school district in Tarrant County, Texas. Our students come from both the Crowley and Fort Worth communities, and we serve more than 600 students each year. The campus is supported by 60 staff members, including 38 classroom teachers.

Crowley Ninth Grade is proud of its diverse student body, representing many different cultures and backgrounds. We believe this diversity strengthens our school community by bringing a variety of perspectives, skills, and experiences that foster innovation and creativity.

Our students continue to excel academically. The “All Students” graduation rate, along with most student subgroups, has consistently exceeded the state average in recent years. At the same time, our dropout rate remains lower than the state’s average across most populations—an achievement worth celebrating.

In addition, Crowley Ninth Grade was recognized for having the highest improvement in Average Daily Attendance (ADA) among district high schools.

Demographics Strengths

Crowley Ninth Grade continues to make strong progress in both student achievement and student engagement. Across all tested areas, 72% of students scored at Approaches or above, with 40% reaching Meets and 10% earning Masters. Notably, Gifted & Talented students significantly outperformed district and state averages, with 96% at Approaches, 81% at Meets, and 38% at Masters, demonstrating the effectiveness of enrichment programs.

Emergent Bilingual students showed strong outcomes, performing in line with overall averages, particularly in Science, where 90% reached Approaches. This indicates that targeted supports for multilingual learners are creating equitable opportunities for success. Additionally, Special Education students showed meaningful progress, reflecting the impact of inclusion practices.

Student Achievement

Student Achievement Summary

Beyond state accountability ratings, the district and each campus review many types of data to understand student needs. This includes state and national test results (such as STAAR, AP, and college entrance exams), surveys from parents, teachers, and students, as well as information on attendance and discipline. A full list of data sources can be found on the Data Documentation page.

One important group we closely monitor is our at-risk population, which includes students eligible for Compensatory Education services. By law, all Emergent Bilingual (EB) students are considered at-risk, making them one of our largest groups. Data on test scores, graduation, and dropout rates show that the services provided to these students have been effective and continue to support their success.

Student Achievement Strengths

Crowley Ninth Grade continues to demonstrate measurable progress on STAAR assessments. In the 2024–2025 school year, English I and Biology reflected growth across all performance levels—Approaches, Meets, and Masters. Biology recorded a 10 percentage point increase in students achieving the Meets standard and a 6 percentage point increase at the Masters level. Algebra I also showed improvement, with a 3 percentage point gain at the Meets level and a 4 percentage point gain at the Masters level. These results highlight sustained academic growth across core content areas.

Campus Culture and Climate

Campus Culture and Climate Summary

Our campus is committed to fostering a safe, supportive, and inclusive environment where all students and staff feel valued and empowered to succeed. A positive school culture is built on shared expectations, collaborative relationships, and systems of support that address the academic, behavioral, and social-emotional needs of all learners.

The **Multi-Tiered System of Supports (MTSS)** is a cornerstone of our approach to building a strong campus climate. Through MTSS, we implement proactive and systematic interventions that ensure every student has access to the resources and support necessary to thrive. This includes Tier 1 core instruction and expectations for all students, Tier 2 targeted small-group interventions for students needing additional support, and Tier 3 individualized interventions for students with more intensive needs.

Our campus utilizes a variety of systems to promote a safe and welcoming environment:

- **Positive Behavior Interventions and Supports (PBIS)** to establish consistent expectations and reinforce positive behaviors.
- **Social-Emotional Learning (SEL) lessons and practices** to help students build self-awareness, empathy, and resilience.
- **Restorative practices and behavior supports** reducing discipline referrals and strengthening relationships between students and staff.
- **Attendance monitoring and incentives** to promote student engagement and connection to school.

Regular review of discipline data, attendance, climate surveys, and student/parent feedback allows leadership to adjust supports and identify trends. Staff are trained in trauma-informed practices, de-escalation strategies, and culturally responsive teaching to ensure that the campus climate is inclusive and respectful.

Ultimately, our goal is to create a campus culture where students feel physically safe, emotionally supported, and academically challenged, and where staff feel equipped and empowered to foster that environment daily.

MTSS Implementation Plan – Crowley Ninth Grade Campus

1. Purpose

The Multi-Tiered System of Supports (MTSS) is designed to provide a proactive and data-driven framework to support all students in **academics, behavior, and mental health**. This system ensures equity, early intervention, and consistent monitoring so that students have the resources they need to succeed.

2. MTSS Team Setup

Team Membership

- **MTSS Coordinator (Assistant Principal/Dean)** – Oversees implementation and progress monitoring.
- **Counselors (2–3 members)** – Lead on mental health and socio-emotional supports.
- **Instructional Coach** – Guides academic interventions and data analysis.
- **Department Chairs/Teachers (ELA, Math, Science, Social Studies)** – Content support and intervention design.
- **Special Education Teacher** – Ensures inclusion and accommodations.
- **School Psychologist** – Assists with behavioral and emotional assessments.
- **PBIS Coach/Behavior Interventionist** – Implements PBIS framework and restorative practices.
- **Parent Liaison/Family Engagement Coordinator** – Connects families with resources and supports.
- **Campus Data Specialist** – Maintains data dashboards and supports progress monitoring.

Team Functions

- Meet **Monthly** to review data (attendance, grades, behavior referrals, universal screeners).
- Identify students in need of tiered supports.
- Assign interventions and progress monitor effectiveness.
- Communicate with teachers and families on student progress.

CH9 MTSS Team

MTSS Coordinator – Dr. Ronald Ivy

Principal - Dr. Roslyn Bell

Counselors – Daisha Story (Alpha A-L) and Sherletrice Johnson-Berry (Alpha M-Z)

TDSI's – Kalandra Maynard (ELA and Social Studies), Tracy Abram (Biology), Shantell Guillory-Williams (Math)

Department Chairs/ Teachers – Reginald Allen (**Biology**), Michael Campos (**Social Studies**), Kimberly Thompson (**ELA**), Richard Jolivet (**Math**), Rebecca DeCamp (**LOTE**), Yolanda Burris (**Electives**), and Kimberly Underdown (**Fine Arts**)

SPED Teacher – Ted Jones

Behavior Specialist – Derrick Greene

PBIS Administrator - Antanique Jones

Parent Liaison - Marion Evans

Campus Data Specialist – Shelley Alvine

3. MTSS Umbrella

Crowley 9th Grade MTSS integrates supports across three areas:

- **Academics:** Differentiated instruction, targeted tutoring, credit recovery.
- **Behavior (PBIS):** School-wide expectations, restorative practices, consistent consequences.
- **Mental Health:** Counseling, social-emotional learning, small group supports, crisis intervention.

4. Tiered Action Plans

Academics

- **Tier 1 (Universal Supports – All Students) (80%)**

- o Standards-based core instruction with differentiation.
- o Use of common formative assessments (Exit Tickets, MAP, Benchmarks, STAAR).
- o School-wide literacy and numeracy strategies embedded across subjects.
- o Teacher Professional Learning Communities (PLCs) analyze student work.
- **Tier 2 (Targeted Supports – Some Students) (15%)**
 - o Intervention periods (Algebra Lab, Reading Lab)
 - o After-school tutoring and Saturday school.
 - o Mandatory academic support for failing students (Eagle Academy).
 - o Progress monitoring every 2 weeks with clear improvement goals.
- **Tier 3 (Intensive Supports – Few Students) (5%)**
 - o Individualized academic intervention plans.
 - o One-on-one tutoring or credit recovery labs.
 - o Frequent monitoring (weekly check-ins).
 - o Collaboration with parents, special education staff, and external resources.

Behavior (PBIS + Interventions)

- **Tier 1 (Universal Supports – All Students)**
 - o Clearly defined school-wide expectations (posted in all classrooms).
 - o PBIS acknowledgement system (points, rewards, recognition).
 - o Restorative practices embedded into the discipline system (Behavior Flow Chart).
 - o Social-emotional learning lessons during announcements.
 - o Staff trained in consistent classroom management practices.
- **Tier 2 (Targeted Supports – Some Students)**
 - o Check-in/Check-out (CICO) with a mentor or staff member.
 - o Small-group interventions (anger management, conflict resolution, organization skills).
 - o Behavior contracts with incentives for progress.
 - o Weekly data review of office referrals/teacher reports.
- **Tier 3 (Intensive Supports – Few Students)**
 - o Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).
 - o Wraparound support involving counselors, parents, and community agencies.
 - o Intensive mentoring or alternative placement if necessary.
 - o Ongoing monitoring by MTSS team and diagnostician.

Mental Health Supports

- **Tier 1:** Campus-wide SEL curriculum, activities, staff PD on trauma-informed practices.
- **Tier 2:** Small group counseling (grief, stress management, coping skills).
- **Tier 3:** Individual therapy, crisis intervention, and referrals to outside providers.

5. Data & Progress Monitoring

- **Academic Data:** Grades, benchmark scores, attendance, universal screeners (MAP)
- **Behavior Data:** Office discipline referrals, classroom-managed incidents, PBIS points.
- **Mental Health Data:** Counselor referrals, Staff and student wellness surveys, risk assessments.

Review Cycles

- Tier 1: Every 6 weeks (universal effectiveness).
- Tier 2: Every 4–6 weeks.
- Tier 3: Weekly or bi-weekly check-ins.

6. Family & Community Engagement

- Parent workshops on academics, behavior expectations, and SEL.
- Frequent communication about student progress and available support.
- Partnerships with community agencies for tutoring, mental health, and mentorship.

7. Implementation Timeline

- **Month 1–2:** Team training, establish MTSS protocols, communicate to staff.
- **Month 3:** Begin Tier 1 universal support (academics, PBIS, SEL).
- **Month 4–5:** Identify students for Tier 2 supports; launch small groups and targeted interventions.
- **Ongoing:** Progress monitoring, adjust supports, family engagement, and staff PD.

Campus Culture and Climate Strengths

1. Strong Sense of Community

- Staff, students, and administrators actively foster a welcoming and inclusive atmosphere.
- Positive relationships are built through intentional staff-student connections and consistent visibility of administrators throughout the campus.
- School-wide events, spirit weeks, and cultural celebrations help build campus pride and student belonging.

2. Collaborative Professional Culture

- Teachers regularly collaborate through **Professional Learning Communities (PLCs)** to share strategies, analyze data, and plan for student success.
- There is a culture of **shared leadership**, where teacher voices are valued in decision-making and school improvement efforts.
- The **mentor program for new teachers** promotes professional growth and builds staff cohesion.

3. Positive Behavior & PBIS Systems

- The campus has implemented **PBIS (Positive Behavioral Interventions and Supports)** with clear expectations, positive recognition systems, and consistent reinforcement.
- Staff use proactive classroom management strategies, which helps maintain a calm and structured environment.

- Students are celebrated for positive behaviors through incentives, shout-outs, and recognition ceremonies.

4. Student-Centered Focus

- Staff demonstrate high expectations for all students, paired with strong academic and social-emotional support systems.
- Students have access to a variety of support services (counseling, interventionists, attendance supports) to remove barriers to success.
- Student voice is encouraged through clubs, organizations, and leadership opportunities.

5. Safe and Supportive Learning Environment

- The campus prioritizes emotional and physical safety through clear procedures, adult presence, and consistent enforcement of expectations.
- Staff build positive relationships and provide encouragement, which supports student well-being and reduces discipline issues.
- There is an emphasis on creating a **ninth grade transition experience** that helps students adjust successfully to high school expectations.

Staff Quality, Recruitment, and Retention

At Crowley Ninth Grade Campus, cultivating and retaining high-quality educators is a top priority. The campus is committed to fostering an environment where teachers are supported, valued, and equipped to deliver impactful instruction. The following systems and practices are in place to ensure the recruitment and long-term retention of exceptional staff:

Recruitment Practices

- **Rigorous Interview Process**
Hiring at Crowley 9th Grade Campus involves a comprehensive and collaborative interview process. A diverse hiring team composed of administrators, teachers, and other relevant staff members participates in interviews to ensure candidates align with campus values,

instructional expectations, and student success goals.

- **Campus-Based Mentorship**

All new teachers are paired with an experienced mentor through the district's **Teacher Mentor Program**. A designated campus mentor representative coordinates ongoing support to help new teachers acclimate, build confidence, and thrive throughout their first year.

Retention Supports

- **Professional Learning Communities (PLCs)**

Teachers engage in weekly PLCs to collaborate, analyze data, and refine instructional practices. PLCs also provide opportunities for **microteaching** and peer feedback, creating a collaborative culture of continuous improvement.

- **Targeted Instructional Support**

Administrators and the **Teacher Development Student Interventionists (TDSI)** conduct regular classroom observations and walkthroughs. They provide timely, actionable feedback to strengthen teacher pedagogy, instructional delivery, and student engagement.

- **Ongoing Professional Development**

Teachers receive relevant and differentiated professional development at both the district and campus level. These opportunities are designed to enhance instructional strategies, align with district initiatives, and support teachers in delivering high-quality assessments and instruction.

- **Teacher Voice and Feedback**

Teacher surveys are used to gather input on professional needs, working conditions, and campus climate. This feedback informs leadership decisions, ensuring teachers feel heard, supported, and included in campus improvement efforts.

- **Student Performance Data Tools**

Teachers utilize **MAP universal screeners** to identify student strengths and areas for growth. These tools empower teachers to tailor instruction and improve student outcomes, reinforcing teacher efficacy and effectiveness.

Recognition and Incentives

- **Celebrating Teacher Excellence**
Crowley 9th Grade Campus actively recognizes and celebrates teacher achievements through **Teacher of the Month** and **Teacher of the Year** awards, fostering a culture of appreciation.
- **Teacher Incentive Allotment Participation**
The campus participates in the state’s **Teacher Incentive Allotment (TIA)** program, which rewards highly effective teachers for their performance, reinforcing the district’s commitment to retaining top talent.

Commitment to Teacher Efficacy and Growth

All these efforts are designed to build strong **teacher self-efficacy**—ensuring teachers feel confident, supported, and capable of making a meaningful difference in the lives of their students. By combining mentorship, collaboration, instructional coaching, professional learning, and recognition, Crowley Ninth Grade Campus creates an environment where teachers are empowered to succeed and motivated to remain part of the school community.

Crowley Ninth Grade Campus — Staff Quality, Recruitment, and Retention Strengths

1. Rigorous and Collaborative Hiring Process

- The campus uses a **structured interview process** that includes administrators, teachers, and other relevant staff on the hiring panel.
- This collaborative approach ensures candidates are selected not only for their instructional expertise but also for their alignment with campus culture and values.
- Hiring decisions are made with an emphasis on **content knowledge, classroom management skills, and a growth mindset**.

2. Comprehensive New Teacher Support and Mentorship

- A **campus-based teacher mentor program** pairs new teachers with experienced mentor teachers to provide ongoing guidance and support throughout the school year.

- Mentors assist with lesson planning, classroom management, instructional strategies, and navigating campus systems.
- This system builds teacher confidence, accelerates professional growth, and improves retention of new staff.

3. Strong Professional Learning Communities (PLCs)

- Teachers are supported by **grade-level and content-specific PLCs**, which promote collaboration, shared planning, and data-driven instruction.
- PLCs provide a platform for teachers to engage in continuous improvement, share best practices, and support each other professionally.
- This collaborative structure increases teacher effectiveness and reduces professional isolation.

4. Emphasis on Continuous Professional Growth

- Teachers receive **ongoing professional development** aligned to district and campus priorities as well as individual needs.
- Opportunities for **instructional coaching, feedback, and leadership roles** encourage staff to grow their expertise and take on new challenges.
- This culture of learning contributes to higher instructional quality and teacher satisfaction.

5. Positive and Supportive Work Environment

- Campus leadership fosters a **culture of respect, appreciation, and recognition** for staff contributions.
- Staff feel valued and supported through open communication, visibility of administrators, and staff wellness initiatives.
- A strong sense of community contributes to **high morale and long-term retention** of effective teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary - Crowley ISD believes that curriculum, instruction, and assessment must all be aligned for students to be successful. Data-driven decisions are made to improve the curriculum through the adoption of a new curriculum. Effective instructional methodologies, walk-through information, feedback from the teachers, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

Curriculum, Instruction, and Assessment Strengths - Crowley 9th Grade Campus operates within the larger Crowley ISD framework, which is designed to ensure a consistent and high-quality educational experience for all students.

- The curriculum is structured to prepare students for success beyond high school, a critical starting point for a student's high school career, where they begin to explore and build a foundation for their career pathways.
- The campus's emphasis on data analysis is a core strength.
- The campus has a multi-tiered system of support (MTSS) that includes specific academic interventions. This includes "tier 1" support, where teachers spiral in low-performing skills and reteach key concepts, "tier 2" support with targeted small-group interventions, and "tier 3" intensive support through programs such as Saturday school and after-school tutoring.
- The campus employs dedicated Teacher Development Student Interventionists (TDSIs). These coaches are integral to the school's professional growth model. They work with teachers to refine their skills in content and pedagogy support through various opportunities.
- An interactive curriculum map, covering K-12, has been created, showing the scope and sequence for all core content areas in one document, and is posted on the C&I website.
- Dynamic Professional Learning Communities (PLC) with lesson rehearsal, misconceptions response, and resource creation in each department.
- System of TDSI support, as each TDSI supports all content areas (English I, Biology, Algebra I, and Social Studies), including elective courses.

Parent and Community Engagement

Parent and Community Engagement Summary

The Crowley Ninth Grade Campus is proud to partner with our families and community members to provide meaningful opportunities for student growth and engagement. Parents, local organizations, and faith-based leaders contribute socially, emotionally, and academically to the success of our students and are encouraged to participate in activities that promote a strong school-community connection.

Our faith-based partnership with Pastor Tommy and The Fountains Church provides students with the opportunity to participate in Bible study, offering mentorship and character development. We host a STEM Night that engages students and families in science, technology, engineering, and math through interactive games and hands-on learning, while also providing a fun community atmosphere with food trucks. Additionally, our campus hosts an All Pro Dads monthly breakfast, encouraging fathers and father-figures to build stronger relationships with their children and become more involved in the educational experience.

Communication with our families is also a priority. Our Eagle Newsletter is distributed twice a month, ensuring that parents and guardians are informed of campus updates, upcoming activities, and opportunities to engage with their student's learning environment.

Through these efforts, Crowley Ninth Grade Campus continues to build strong family and community partnerships that enrich the academic, social, and emotional success of every student.

Parent and Community Engagement Strengths

The spirit of the Every Student Succeeds Act (ESSA) is at the core of our work at Crowley Ninth Grade Campus. We are dedicated to creating opportunities for parents, families, and community partners to actively engage in the academic, social, and emotional success of our students. Our strengths in this area align closely with the district's mission and vision:

- **Family and Community Partnerships:** We have established strong partnerships such as Bible Study with Pastor Tommy from The Fountains Church, our monthly *All Pro Dads Breakfast*, and our annual *STEM Night* with games and food trucks. These events foster positive connections between families, faith-based partners, and the school community.
- **Consistent Communication:** Our campus prioritizes keeping families informed through multiple forms of communication. We send the *Eagle Newsletter* twice each month to share important updates, celebrate successes, and promote upcoming activities.

- **Parent Involvement Opportunities:** We provide families with regular opportunities to participate in meaningful campus activities that promote student growth, such as STEM-focused learning nights and family engagement breakfasts.
- **Alignment with District Initiatives:** By incorporating faith-based partnerships, family involvement programs like *All Pro Dads*, and events that highlight student achievement, Crowley Ninth Grade Campus reflects the district's commitment to involving parents, families, and community leaders in student success.

These strengths demonstrate our campus's ongoing commitment to ensuring that every student has the resources, support, and encouragement needed to achieve their full potential.

School Context and Organization

School Context and Organization Summary

Our campus operates within the framework of the district's Vision 2030 strategic plan while tailoring goals and strategies to meet the unique needs of our students and community. Campus administrators collaborate with the Campus Performance Objectives Committee (CPOC), staff, parents, and community partners to guide decision-making and improvement planning.

The Comprehensive Needs Assessment (CNA) process is a cornerstone of our organization, providing a structured approach to evaluating student achievement, school culture, attendance, discipline, stakeholder input, and staff capacity. These findings drive the development of the Campus Improvement Plan (CIP) and ensure alignment with the district's four goals: Thriving Students, Engaged Community, Empowered Staff, and Safe and Healthy Environment.

Our campus leadership team emphasizes shared ownership of student outcomes by ensuring that instructional, organizational, and operational decisions are informed by data and stakeholder input. Frequent monitoring and review of strategies at multiple points during the school year allow the campus to remain responsive and adaptive to changing needs. This approach ensures that we sustain a strong academic foundation while cultivating an inclusive, collaborative, and supportive school culture.

School Context and Organization Strengths

1. Collaborative Decision-Making through CPOC and Leadership Teams

- The Campus Performance Objectives Committee (CPOC) meets regularly with representation from teachers, staff, parents, and community members to ensure that decisions reflect a wide range of perspectives.
- Leadership collaborates with grade-level and department teams to align instructional priorities, interventions, and operational needs with the Campus Improvement Plan.

2. Clear Alignment to District Vision 2030

- Campus initiatives and performance measures are directly connected to the district's four goals: Thriving Students, Engaged Community, Empowered Staff, and Safe and Healthy Environment.
- Vision 2030 serves as the guiding framework to ensure resources and professional learning are targeted toward student growth and staff empowerment.

3. Robust Data-Informed Planning and Monitoring Systems

- The campus implements scheduled **data checkpoints** after each campus assessment, district benchmark, and STAAR administration to measure student progress and identify instructional gaps.
- Leadership teams and PLCs analyze data to drive reteach plans, intervention supports, and enrichment opportunities.

4. Instructional Walkthroughs, Feedback, and Coaching

- Campus administrators and instructional leaders conduct frequent **classroom walkthroughs** to monitor instructional quality, student engagement, and alignment to TEKS.

- Teachers receive **timely, specific feedback and coaching sessions** that provide support for instructional practices, classroom management, and data-driven instruction.

5. **Strong Stakeholder Engagement**

- Parents are engaged through surveys, family events, and parent-teacher conferences, which inform decisions about instruction, culture, and student support.
- Partnerships with local organizations provide resources and opportunities for students, strengthening connections between the campus and community.

6. **Responsive Strategy Implementation and Adjustment**

- Campus leadership reviews progress toward goals at least three times during the year (November, February, May), with a **summative review in July** to evaluate outcomes and refine strategies.
- Flexibility in adjusting campus strategies ensures that interventions and instructional practices remain effective and responsive to student needs.

7. **Commitment to Whole-Child Development and School Culture**

- The campus supports both academic and social-emotional needs of students through PBIS, SEL lessons, mentoring programs, and extracurricular opportunities.
- A focus on safe, inclusive practices creates a positive school culture where students feel supported and staff are empowered to meet diverse student needs.

Technology

Technology Summary:

At CH9 Campus, technology plays a critical role in creating an engaging and equitable learning environment. With every classroom equipped with BENQ Smart Boards and a 1:1 student-to-device ratio, students have consistent access to digital tools that support collaboration, problem-solving, and real-world application of knowledge. Technology is not treated as an add-on, but as an essential element of instruction that enhances teaching and learning every day.

Our approach to technology is guided by the following priorities:

1. **Enhance student learning** by integrating digital tools that connect students to rigorous content, interactive lessons, and global resources.
2. **Support instructional practices** by ensuring teachers have reliable classroom technology that promotes student engagement and academic growth such as Savvas, IXL, Writable, Lexia, Socrative, Quizizz, Blooket, and others.
3. **Ensure equitable access** so that every student benefits from high-quality digital learning opportunities.
4. **Maintain a safe and reliable digital environment** to support both learning and operational needs.

Technology Strengths:

- **BENQ Smart Boards in every classroom**, ensuring interactive and engaging instruction.
- **1:1 student-to-device ratio**, providing all students with access to learning tools both in class and at home.
- **Wireless coverage campus-wide**, allowing seamless access to digital resources for students and teachers.

- **Standard technology tools for teachers**, including laptops, document cameras, projectors, and classroom audio.
- **Secure learning platforms** that allow teachers to manage instruction effectively and provide students with access to digital content and assessments.
- **Digital Platforms**—Crowley 9th Grade Campus strengthens its Tier 1 instruction by providing tools that facilitate differentiated instruction, flexible grouping, and progress monitoring—all of which are essential to a successful MTSS framework.

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: 100% of students will have an endorsement. Expected Result/Impact: Every student is enrolled in at least one CTE course in their field of study. Staff Responsible for Monitoring: Campus Counselors	Formative			Summative
	Nov	Feb	May	July
	100%			

Strategy 2 Details	Reviews			
Strategy 2: Prepare Students for Post-Graduation Success Goal: Increase participation in real-world learning experiences, including Advanced Placement, dual credit, internships, and career exploration. Strategies & Experiences: ○ Expand dual credit and AP opportunities. ○ Facilitate internships, job shadowing, mentorships with local businesses.	Formative			Summative
	Nov	Feb	May	July
	%			

○ Project-based and experiential learning: coding projects, entrepreneurial challenges, mock trials, STEM competitions. ○ Workshops on financial literacy, college applications, and soft skills development. Responsible Parties: Principal, Counselors, Career & Technical Education Coordinator, Department Chairs, Classroom Teachers				
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Strategy 3 Details	Reviews			
Strategy 3: Enhance Student Engagement and Attendance Goal: Maintain or increase Average Daily Attendance (ADA) and reduce chronic absenteeism by 2% annually. Strategies & Experiences: ○ Project-based learning connected to local community issues. ○ Career days, college visits, workplace tours. ○ Attendance recognition programs and leadership opportunities. Responsible Parties: Principal, Assistant Principals, Attendance Coordinator, Counselors, Classroom Teachers	Formative			Summative
	Nov	Feb	May	July
	94%			

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 and CCMR performance data
 Participation in Advanced Placement, dual credit, STEM/CTE, and enrichment programs
 Attendance and engagement data
 Subgroup performance data (Economically Disadvantaged, EB/EL, Special Education)
 Surveys from students, parents, and staff regarding access to resources

Strategy 1 Details	Reviews			
Strategy 1: Ensure Equitable Access to Core Curriculum Goal: Increase access to high-quality, district-aligned instruction for all students, with at least 95% of students receiving standards-aligned lessons and resources. Strategies: ○ Conduct curriculum audits to identify gaps and ensure alignment across all subjects. ○ Provide differentiated instruction and scaffolds for students below grade level, including EB/EL and Special Education students. ○ Ensure all students have access to required textbooks, digital tools, and learning platforms. Responsible Parties: Principal, Assistant Principals, Department Chairs, Instructional Coaches, Classroom Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Expand Access to Advanced Learning and Enrichment Opportunities Goal: Increase participation of underrepresented student groups (Economically Disadvantaged, EB/EL, Special Education) in AP, dual credit, and STEM/CTE programs by 10% annually.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategies: ○ Identify students with potential for advanced coursework and provide targeted support and encouragement. ○ Offer summer bridge programs, tutoring, and enrichment workshops to prepare students for advanced courses. ○ Remove barriers to enrollment, such as transportation or scheduling conflicts. Responsible Parties: Counselors, Department Chairs, AP/Dual Credit Coordinator, Classroom Teachers				
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Strategy 3 Details	Reviews			
Strategy 3: Monitor and Adjust for Equity Gaps Goal: Reduce achievement gaps between student subgroups (EcoDis, EB/EL, Special Education) by at least 5% annually across STAAR and CCMR metrics. Strategies: ○ Regularly analyze assessment and participation data by subgroup. ○ Provide targeted interventions and enrichment to address gaps. ○ Use data to inform instructional planning and resource allocation. Responsible Parties: Principal, Assistant Principals, Data & Accountability Team, Instructional Coaches, Classroom Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

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: Pre-AP and AP assessment data, CTE and Dual Credit courses/certifications data. Academic assessments. Xello.

Strategy 1 Details	Reviews			
Strategy 1: Provide a variety of college, career, military, and future-ready enrichment to ninth-grade students. By May 2026, at least 90% of ninth-grade students will complete a college, career, or military readiness milestone. Expected Result/Impact: By the end of ninth grade, 100% of students will demonstrate progress toward College, Career, and Military Readiness by completing at least one foundational readiness indicator (e.g., enrollment in a rigorous course, development of a four-year graduation plan, participation in career exploration, or demonstration of academic/technical skills) as measured by course enrollment records, career interest inventories using Xello, and academic growth assessment. Staff Responsible for Monitoring: Teacher Development Student Interventionist (TDSI), Tracy Abram T3 GO Center Representative, Jasmin Muhammad - Graham T3 Director, Dr. Anthony Johnson	Formative			Summative
	Nov	Feb	May	July
	50%			

Strategy 2 Details	Reviews			
Strategy 2: All ninth-grade students will have opportunities to take college readiness exams and guidance will be provided related to career and college choices, financial aid, and Texas grant programs.	Formative			Summative
	Nov	Feb	May	July
	50%			

Expected Result/Impact:

Completed profile in Xello for career exploration.

Staff Responsible for Monitoring:

T3 GO Center Representative, Jasmin Muhummad - Graham
Teacher Development Student Interventionist (TDSI), Tracy Abram
T3 Director, Dr. Anthony Johnson

Goal 2 – Engaged Community - Alvine/Jones

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, student, and staff surveys
- Social media and website engagement metrics
- Attendance at school events and community meetings
- Participation in newsletters, emails, and messaging platforms
- Feedback from community partnerships

Strategy 1 Details	Reviews			
Strategy 1: Increase Family Engagement in Student Learning	Formative			Summative
	Nov	Feb	May	July
	%			

Goal: Improve family participation in school events and learning activities by 10% annually. Strategies: ○ Host quarterly “Family Academic Nights” aligned to STAAR content and post-graduation readiness. ○ Provide workshops on supporting student learning at home, including digital platforms and study skills. ○ Offer regular parent-teacher conferences and progress updates. Responsible Parties: Principal, Assistant Principals, Counselors, Teachers, Family Engagement Coordinator				
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Strategy 2 Details	Reviews			
Strategy 2: Strengthen Community Partnerships to Support Student Success Goal: Improve family participation in school events and learning activities by 10% annually. Strategies: ○ Host quarterly “Family Academic Nights” aligned to STAAR content and post-graduation readiness. ○ Provide workshops on supporting student learning at home, including digital platforms and study skills. ○ Offer regular parent-teacher conferences and progress updates. Responsible Parties: Principal, Assistant Principals, Counselors, Teachers, Family Engagement Coordinator	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Leverage Feedback to Improve School-Community Collaboration Goal: Increase actionable feedback from families and community members by 15% annually to guide school improvement. Strategies: ○ Conduct regular surveys for parents, students, and community partners on engagement opportunities. ○ Hold focus groups to identify barriers to participation and co-create solutions. ○ Share outcomes and progress reports with stakeholders to strengthen trust and transparency. Responsible Parties: Principal, Assistant Principals, Family Engagement Coordinator, Data & Accountability Specialist	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:

Participation records in internships, mentorships, and service-learning programs

Feedback surveys from students, families, and community partners

Records of community-based projects, events, and collaborations

STAAR, CCMR, and other academic performance metrics

Strategy 1 Details	Reviews			
Strategy 1: Expand Access to Community Partnerships for Students Goal: Increase student participation in internships, mentorships, and community-based learning experiences by 10% annually. Strategies: ○ Partner with local businesses, higher education institutions, and nonprofits to create learning opportunities. ○ Promote opportunities through school newsletters, social media, and family communications. ○ Integrate partnership experiences into curriculum and elective courses. Responsible Parties: Principal, Counselors, Career & Technical Education Coordinator, Department Chairs, Classroom Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Support Staff Through Community Partnerships Goal: Engage community organizations to provide professional learning, mentorship, and wellness opportunities for staff at least twice annually. Strategies:	Formative			Summative
	Nov	Feb	May	July
	%			

○ Partner with local universities, businesses, and nonprofits to offer workshops, guest speakers, and collaborative learning for staff. ○ Establish mentorship programs linking staff with external experts to enhance instructional practices. ○ Provide wellness and stress management resources through community partnerships. Responsible Parties: Principal, Assistant Principals, Professional Development Coordinator, Family Engagement Coordinator				
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Strategy 3 Details	Reviews			
Strategy 3: Measure and Communicate the Impact of Partnerships Goal: Annually assess the effectiveness of student- and staff-focused partnerships, with 90% of partners reporting positive outcomes. Strategies: ○ Collect feedback from students, staff, families, and community partners. ○ Analyze participation and performance data to inform future planning. ○ Share success stories and impact data in newsletters, social media, and public reports. Responsible Parties: Principal, Data & Accountability Team, Family Engagement Coordinator, Career & Technical Education Coordinator	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: Ensure 95% of families receive school communications in a timely manner through multiple channels (email, text, social media, website). Strategies: ○ Use automated messaging systems for attendance, announcements, and reminders. ○ Update the school website weekly with current events, resources, and academic information. ○ Maintain active social media channels highlighting student achievements, upcoming events, and opportunities for involvement. Responsible Parties: Principal, Assistant Principals, Communications Coordinator, Administrative Staff		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 2 Details		Reviews			
Strategy 2: Increase Two-Way Communication and Family Feedback Goal: Achieve a 15% increase in family and community participation in surveys, focus groups, and school events annually. Strategies: ○ Conduct quarterly surveys and feedback sessions to understand family needs and preferences. ○ Hold virtual and in-person forums for families and community members to provide input on school initiatives. ○ Follow up on feedback with clear action steps shared publicly.		Formative			Summative
		Nov	Feb	May	July
		%			

Responsible Parties: Principal, Family Engagement Coordinator, Data & Accountability Team, Counselors				
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Strategy 3 Details	Reviews			
Strategy 3: Promote Engagement and Communication for All Students, Including Subgroups Goal: Ensure equitable engagement opportunities for Economically Disadvantaged, EB, and Special Education students and their families. Strategies: ○ Translate materials and provide interpreters for EB families at school events. ○ Host inclusive events that address diverse student and family needs. ○ Track participation of all student subgroups and adjust outreach strategies to maximize involvement. Responsible Parties: EB/EL Coordinator, Special Education Director, Family Engagement Coordinator, Counselors	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3 – Empowered Staff - Alvine/TDSIs

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:

Staff surveys on professional learning needs and satisfaction

Observations from instructional walkthroughs and evaluations

Teacher retention and turnover data

STAAR, CCMR, and student subgroup performance metrics

Strategy 1 Details	Reviews			
Strategy 1: Expand Access to Differentiated Professional Learning Goal: Provide customized professional learning opportunities tailored to staff roles, experience levels, and content areas, with at least 95% staff participation annually. Strategies: ○ Offer workshops, webinars, and courses for new teachers, veteran teachers, and specialized staff. ○ Provide differentiated coaching and mentoring for teachers requiring additional support. ○ Ensure all staff have access to digital professional learning resources and learning communities. Responsible Parties: Principal, Assistant Principals, Instructional Coaches, Professional Development Coordinator	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Promote Staff Collaboration and Shared Leadership Goal: Increase staff participation in collaborative planning, PLCs, and leadership opportunities by 10% annually. Strategies: ○ Establish structured Professional Learning Communities (PLCs) focused on student outcomes and instructional improvement.	Formative			Summative
	Nov	Feb	May	July
	%			

○ Encourage teacher-led workshops and sharing of best practices. ○ Recognize and reward staff contributions to instructional innovation and campus improvement. Responsible Parties: Principal, Assistant Principals, Department Chairs, Instructional Coaches				
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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:

New staff surveys and feedback on onboarding experience

Staff retention and turnover rates

Participation in onboarding sessions and professional learning modules

Instructional performance data from observations and walkthroughs

Student achievement data aligned to teacher support

Strategy 1 Details	Reviews			
Strategy 1: Support New Staff in Meeting Diverse Student Needs Goal: Equip new staff to implement effective strategies for all students, including EB/EL, Special Education, and Economically Disadvantaged students. Strategies: ○ Include sessions on differentiated instruction, scaffolding, and inclusive practices. ○ Provide access to campus data and student performance metrics to inform instructional planning.	Formative			Summative
	Nov	Feb	May	July
	%			

○ Facilitate collaboration with veteran staff to share best practices for diverse learners. Responsible Parties: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Mentors				
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Strategy 2 Details	Reviews			
Strategy 2: Monitor Effectiveness of Onboarding Program Goal: Achieve at least 90% satisfaction from new staff regarding onboarding support and preparedness for classroom success. Strategies: ○ Collect feedback through surveys and focus groups at the end of the onboarding period. ○ Use classroom walkthroughs and observations to assess application of onboarding learning. ○ Adjust onboarding content and mentoring supports	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:

Teacher participation in leadership roles and committees
Staff retention and turnover rates

Surveys on teacher engagement, professional growth, and satisfaction
 Evidence of leadership impact on student achievement
 Observations and feedback from instructional coaching

Strategy 1 Details	Reviews			
Strategy 1: Support Career Growth and Leadership Skill Development Goal: Provide at least two professional development opportunities per year that focus on leadership skills, instructional strategies, and career advancement. Strategies: ○ Offer workshops on leadership, data-driven decision-making, and instructional innovation. ○ Encourage teachers to present at campus or district professional learning sessions. ○ Create pathways for teachers to take on formal leadership positions, such as lead teacher or department chair roles. Responsible Parties: Principal, Assistant Principals, Professional Development Coordinator, Department Chairs	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Monitor and Enhance Teacher Retention through Leadership Engagement Goal: Reduce staff turnover by 10% annually through intentional leadership and development opportunities. Strategies: ○ Collect feedback from teachers regarding leadership opportunities and professional growth experiences.	Formative			Summative
	Nov	Feb	May	July
	%			

○ Recognize and celebrate teacher contributions to campus leadership and innovation. ○ Adjust programs based on data and feedback to better support staff retention and development. Responsible Parties: Principal, Assistant Principals, Human Resources, Instructional Coaches				
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Strategy 3 Details	Reviews			
Strategy 3: Expand Teacher Leadership Opportunities Goal: Ensure 80% of teachers have access to campus leadership roles or initiatives within three years. Strategies: ○ Establish teacher-led Professional Learning Communities (PLCs) and instructional committees. ○ Provide opportunities for teachers to lead curriculum development, data analysis teams, and campus initiatives. ○ Encourage teachers to participate in district-level committees or mentorship programs. Responsible Parties: Principal, Assistant Principals, Department Chairs, Instructional Coaches	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: Student and staff surveys, Discipline data, Attendance records, Health/wellness participation logs

Strategy 1 Details	Reviews			
Strategy 1: Emergency Preparedness and Safe School Implementation Action: Ensure the Safe School Plan is fully implemented and that the Emergency Operations Plan (EOP) is maintained with fidelity. This includes providing regular staff training, conducting emergency drills, and coordinating with local law enforcement, fire, and emergency management agencies. Expected Result/Impact: - Crowley High School 9th Grade Campus will remain fully compliant with state and district safety requirements. - All staff and students will know the emergency procedures and be prepared to follow them confidently. - Parents and community partners will be informed of safety expectations and will adhere to established protocols. Staff Responsible for Monitoring: Campus Principal – ensures plan implementation and staff accountability. Assistant Principals – oversee drill execution and monitor compliance in assigned areas. Campus Safety Coordinator/Officer – ensures communication and alignment with local agencies.	Formative			Summative
	Nov	Feb	May	July
	%			

• Teachers and Staff – carry out classroom-level safety procedures and ensure student compliance.				
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Strategy 2 Details	Reviews			
Strategy 2: Student Culture and Climate Implementation Action: Monitor and support the implementation of the campus Student Culture and Management Framework, ensuring consistent classroom expectations, positive behavior systems, and proactive relationship-building across the school. Expected Result/Impact: • Reduction in student discipline infractions. • Decrease in lost instructional time due to suspensions or removals. • Strengthened school culture and climate that fosters safety, respect, and academic focus. Staff Responsible for Monitoring: Campus Principal – oversees campus-wide culture and climate systems. Assistant Principals – monitor discipline trends, provide coaching, and ensure consistency of implementation. Campus Behavior Coordinator – tracks discipline data, supports teachers, and ensures compliance with student code of conduct. Teachers and Staff – implement classroom management strategies and reinforce positive student behaviors. Counselors – provide social-emotional support and interventions to students.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Attendance Monitoring and Incentives Action: Monitor attendance data consistently, post attendance reports for staff access, and implement campus-based attendance incentive programs. Attendance interventions will follow the MTSS framework, with staff collaborating to identify barriers, track interventions, and support students at risk of chronic absenteeism. Expected Result/Impact: • Increase in campus attendance rates to meet or exceed the state average. • Reduction in chronic absenteeism and tardiness. • Improved student engagement, leading to greater academic achievement. Staff Responsible for Monitoring: Attendance Clerk, Assistant Principal	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: Student and staff surveys, Discipline data, Attendance records, Health/wellness participation logs

Strategy 1 Details	Reviews			
Strategy 1: Social-Emotional Learning (SEL) and Student Support Action: Embed SEL practices into classroom instruction and campus activities by using strategies such as relationship-building routines, student goal-setting, and restorative practices. Counselors will deliver SEL lessons through scheduled classroom visits, small-group interventions, and campus-wide wellness initiatives. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

- Increased student engagement and sense of belonging. - Reduction in discipline referrals and behavior incidents. - Improved academic performance through stronger self-management and social skills. - Strengthened campus culture and positive student-staff relationships. Staff Responsible for Monitoring: Assistant Principals, Counselors, Classroom Teachers, SEL/Wellness Committee Front Office Staff and Paraprofessionals				
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Strategy 2 Details	Reviews			
Strategy 2: Professional Development on SEL and Restorative Practices Action: Provide professional development for all teachers, counselors, and administrators on Social-Emotional Learning (SEL) and Restorative Practices. Training will focus on strategies such as restorative circles, mindfulness, emotional intelligence, de-escalation, and mental health first aid to equip staff with practical tools for supporting students. Expected Result/Impact: Improvement in student social skills and peer relationships. Decrease in student discipline infractions and classroom disruptions. Stronger campus culture and climate centered on respect, empathy, and responsibility. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Classroom Teachers SEL Specialist	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Student Participation in Athletics and Campus Clubs Action: Encourage and promote 9th grade student participation in extracurricular athletic activities and the establishment of campus clubs and organizations. Athletics, along with clubs such as Chess Club, Art Club, Student Council, and other	Formative			Summative
	Nov	Feb	May	July
	%			

interest-based groups, will provide students with opportunities to build academic skills, self-esteem, teamwork, leadership, and social connections. Expected Result/Impact: • At least 25% of 9th grade students will participate in athletics and/or campus clubs. • Increased sense of belonging, engagement, and leadership among students. • Positive impact on academic performance, behavior, and school culture through structured extracurricular involvement. • Expanded opportunities for students with diverse interests beyond athletics. Staff Responsible for Monitoring: Assistant Principals, Coaches, Counselors, Club Sponsors/Advisors				
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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: Student and staff surveys, Discipline data, Attendance records, Health/wellness participation logs

Strategy 1 Details	Reviews			
Strategy 1: Family Engagement Events Action: Host quarterly family engagement events such as Family Literacy Night, STEM Showcase, and College & Career Awareness sessions to strengthen school-home connections and encourage parent participation in student learning. Expected Result/Impact: • Increased parent and family involvement in school events. • Strengthened relationships between families and staff.	Formative			Summative
	Nov	Feb	May	July
	%			

Improved survey data reflecting family satisfaction and trust in the school. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Family Engagement Liaison, Teachers				
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Strategy 2 Details	Reviews			
Strategy 2: Campus Climate and Culture Initiatives Action: Implement campus-wide culture initiatives such as monthly student recognition assemblies, staff appreciation activities, and “Caught Being Great” awards to celebrate positive behaviors and contributions from students and staff. Expected Result/Impact: - Increased sense of belonging among students and staff. - Decreased student discipline incidents through positive reinforcement. - Higher levels of staff morale and retention. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Classroom 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: Student and staff surveys, Discipline data, Attendance records, Health/wellness participation logs

Strategy 1 Details	Reviews			
Strategy 1: Staff Wellness Activities Action: Implement monthly staff wellness opportunities such as mindfulness sessions, walking groups, fitness challenges, and stress management workshops to promote physical and emotional well-being. Expected Result/Impact: - Increased staff participation in wellness initiatives. - Improved staff morale and job satisfaction.	Formative			Summative
	Nov	Feb	May	July
	%			

Positive impact on attendance and retention. Staff Responsible for Monitoring: Assistant Principals, Counselors, Coaches				
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Strategy 2 Details	Reviews			
Strategy 2: : Recognition and Support Systems Action: Establish recognition and support systems that celebrate staff contributions and encourage work-life balance. This includes monthly recognition events, “shout-outs,” access to mental health resources, and providing staff voice opportunities through surveys and feedback forums. Expected Result/Impact - Increased sense of value and belonging among staff. - Reduced burnout and stress levels. - Stronger staff commitment to the campus mission and culture. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Classroom Teachers, Front Office Staff Campus Culture Committee	Formative			Summative
	Nov	Feb	May	July
	%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

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

[illegible]

