



NORTH CROWLEY 9TH

GRADE CAMPUS

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Through intentional instruction and a supportive environment, we will develop the whole student to reach their full potential.

Vision

We will empower dynamic leaders who continuously learn, grow, and positively impact society.

Campus Values

P- Perseverance

R- Respect

I- Integrity

D- Determination

E- Expectations



Comprehensive Needs Assessment

Needs Assessment Overview

District and campus administrators collaborate with staff and respective planning committees (District-Wide Educational Improvement Committee) DWEIC and (Campus Performance Objectives Committee) CPOC to develop the district and campus improvement plans. The district's Comprehensive Needs Assessment and Vision 2030 are used to guide the alignment and focus of the strategies to our mission, which is to provide our students with excellence in education so that all students achieve their full potential. Vision 2030 is Crowley ISD's strategic plan for the future. It was developed in collaboration with focus groups, a student panel, and a diverse group of community leaders. The design framework of this five-year plan includes our Call to Action, Learner Outcomes, Learner Profile, Goals and Specific Results and four specific goals for Crowley ISD. Our four goals are:

Goal 1: Thriving Students

Goal 2: Engaged Community

Goal 3: Empowered Staff

Goal 4: Safe and Healthy Environment

District and campus administrators review all strategies at least three times during the school year (November, February, and May) and perform a summative review in July. As they continue to work to complete their strategies throughout the school year, strategies may be modified to reach our Goal Performance Measures and all other targeted measures.

Demographics

Demographics Summary

Crowley Independent School District is a suburban school district covering 58.4 square miles in south Tarrant County and stretches over two municipalities: Fort Worth and Crowley. Crowley ISD serves over 17,000 students in grades Pre-Kindergarten through 12th grade. Crowley ISD currently has 27 schools as follows:

North Crowley North Crowley 9th Grade consists of approximately 754 students, and 70 staff members.

Demographics Strengths

- Rich cultural and racial diversity
- Staff reflective of demographics, fostering representation
- Increased identification and support for EB and SPED populations

Needs

- Support for high percentage of economically disadvantaged students.
- Targeted interventions for EB and SPED students to close achievement gaps.
- Programs to address high mobility rates and attendance challenges.

Total 752 Students	
African American	64.6%
Hispanic	22.9%
White	5.1%
Multiple	4.5%

Asian	2.7%
American Indian or Alaskan Native	0.1%
No IEP	86.2%
IEP	13.8%
No EB	89.2%
EB	10.8%
Economically Disadvantage	73.9%
Non Economically Disadvantage	

Student Achievement

Student Achievement Summary

Summary

Current STAAR and EOC data indicate gaps in Reading, Algebra I, and Biology.

MAP data shows below-grade-level performance for a significant percentage of students in Reading and Math.

CCMR indicators demonstrate a need for improved preparation for upper-grade pathways.

Student Achievement Strengths

Strengths

- Strong Algebra I and Biology instructional teams.

- Progress monitoring through MAP allows for early interventions.
- Honors and Pre-AP enrollment is increasing, especially among African American and Hispanic students.

Needs

- Closing performance gaps between African American/Hispanic students and their peers.
- Focused literacy intervention for at-risk readers.
- Increased student access to advanced coursework and CCMR-aligned opportunities.

Campus Culture and Climate

Campus Culture and Climate Summary

Summary

- Students and staff report strong school pride but note challenges with behavior management and student engagement.
- Discipline data indicates disproportionality among African American males.

Campus Culture and Climate Strengths

Strengths

- Students benefit from extracurricular programs, athletics, and clubs.
- Teachers report positive collegiality and campus support structures.
- Implementation of restorative practices beginning to reduce repeat infractions.

Needs

- Consistency in discipline practices across classrooms.
- Expanded SEL supports for students.
- Stronger systems to address attendance and tardiness.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Campus staffed with certified teachers across content areas.
- Retention is a challenge for early-career teachers in core content areas.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified teachers in math and science.
- Growing teacher leadership opportunities (mentors, PLC leads).
- Strong campus induction and onboarding processes.

Needs

- Ongoing recruitment of bilingual and SPED-certified teachers.
- Retention incentives and wellness supports for early-career staff.
- Professional development targeting instructional strategies for diverse learners.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- District-provided curriculum aligned to TEKS.
- PLCs used for instructional planning and data analysis.
- Assessment data used to drive intervention cycles.

Curriculum, Instruction, and Assessment Strengths

Strengths

- PLC structure established and consistent.
- Teachers adapting district resources with fidelity.
- MAP and STAAR data leveraged for targeted reteach.

Needs

- Differentiation strategies to meet diverse learner needs.
- Alignment of formative assessments with STAAR rigor.
- Additional training in culturally responsive instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents engage through Skyward, Remind, and campus events.

Parent participation remains low in academic workshops and information sessions.

Parent and Community Engagement Strengths

Strengths

- Strong parental turnout at athletic and extracurricular events.
- Growing use of digital platforms for communication.
- Established community partnerships with local businesses and organizations.

Needs

- Strategies to increase parent engagement in academic-focused activities.
- Translation services and bilingual communication to support families.
- Parent education sessions focused on supporting literacy, attendance, and graduation pathways.

School Context and Organization

School Context and Organization Summary

Campus systems structured to support instructional leadership and teacher collaboration.

Scheduling maximizes instructional time but requires flexibility for intervention.

School Context and Organization Strengths

Strengths

- Clear administrative roles and distributed leadership.
- Ongoing use of advisory periods for academic and SEL support.

Needs

- Expanded opportunities for intervention and enrichment within the master schedule.
- Systems to track and support student progress more proactively.

Technology

Technology Summary

All teachers have district-provided technology.

1:1 device access for students.

Technology used for instruction, assessment, and communication.

Technology Strengths

Strengths

- Integration of Google Suite and Canvas for instruction.
- Teachers receive ongoing technology training.
- Students proficient in basic technology use.

Needs

- Professional development for advanced instructional technology integration.
- Stronger monitoring of student device usage.

- Increased access to digital learning tools aligned with STAAR/CCMR outcomes.

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 structured PLC processes with agendas, minutes, and action steps to increase student achievement. Expected Result/Impact: Increase teacher awareness of student needs as it relates to student expectations. Staff Responsible for Monitoring: Teachers, TDSI's, Administrators	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Implement BOY testing with MAP testing to have baseline data. We will measure compare MOY and EOY data to track student growth. Expected Result/Impact: Data will drive content specific interventions Staff Responsible for Monitoring: Principal, Teachers, TDSI's	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Provide support to teachers on the usage of data to determine instructional adjustments through reports from School City, District Data Wall and 5 Lab. Expected Result/Impact: Data will drive content-specific interventions Staff Responsible for Monitoring: Principal, TDSI's	%			

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			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Ensure the use of district-aligned curriculum guides/frameworks with clear scaffolds. Provide PLCs where teachers work together to unpack standards, plan instruction with an equity lens, and share best practices. Use TDSIs to observe for alignment and equitable instructional practices. Expected Result/Impact: All teachers consistently implement the district-aligned curriculum with fidelity. Lessons include scaffolds that provide equitable access for all student groups (EB, SPED, economically disadvantaged, GT). Increased alignment between planned curriculum, taught curriculum, and assessed curriculum. Improved instructional quality as evidenced by walkthroughs, coaching feedback, and student performance data.	%			

Staff Responsible for Monitoring: Campus Principals, TDSIs, Executive Director of Curriculum & Instruction				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Use PLC structures as professional learning labs where teachers engage in equity-focused PD, rehearse lesson delivery, and practice responding to common misconceptions. This ensures consistent, high-quality instruction across classrooms. Expected Result/Impact: Increased teacher confidence and consistency in delivering district-aligned lessons, and improved student outcomes through equitable access to high-quality instruction across all classrooms. Reduction in recurring student misconceptions, as teachers proactively plan for and respond to them. Stronger collaborative culture within PLCs focused on continuous improvement and equity. Staff Responsible for Monitoring: Campus Principals, TDSIs, Executive Director of Curriculum & Instruction	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Monitor lesson implementation through walkthroughs and See It–Name It–Do It feedback cycles. Expected Result/Impact: Walkthrough data indicate equitable access to aligned instruction and the use of CFUs, with students engaged in rigorous, grade-level work. Staff Responsible for Monitoring: Principal, Assistant Principals, TDSI’s	%			

Students will demonstrate increased pathway persistence, as measured by year-to-year retention in their selected CTE/PTECH program. Campus will see an increase in CCMR readiness indicators for cohort students by the time they reach 11th grade.				
Staff Responsible for Monitoring: Principal, Counselors, CCMR Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Create a communication and approval system for student selection/dismissal from courses, as well as teacher/parent requests for students to be withdrawn from a preselected course. Expected Result/Impact: Fewer disruptions to student learning time and instructional continuity by decreasing the number of schedule changes. More students receiving their requested courses will result in higher student satisfaction, stronger engagement in learning, and increased persistence in selected pathways. Increased graduation rate of students with endorsements and students will leave high school better positioned to meet College, Career, and Military Readiness (CCMR) indicators. Staff Responsible for Monitoring: Principal, Counselors, CCMR Specialist	%			

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			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Communicate campus priorities for the 2025-2026 school year by holding a series of informational webinars that address academic expectations, academic webinars, Counseling Services, SEL Resources, and campus safety initiatives. Expected Result/Impact: Build trust and communication with all stakeholders. Staff Responsible for Monitoring: CPOC, Parent & Community Liaison, PTA, NC9 Staff	%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Invite parents, community members, business partners, staff and students to engage with the campus by attending Curriculum Night, Fall Festival, Turkey Bingo and the Spring Carnival. Expected Result/Impact: Build trust and communication with all stakeholders. Strengthen existing relationships with stakeholders	%			

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors				
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Strategy 3 Details	Reviews			
Strategy 3: To enhance parent involvement/engagement and create opportunities for parents to connect on campus through events such as Donuts w/Grown Ups, Level Up Learning, and Sweetheart’s Breakfast Expected Result/Impact: Build trust and communication with all stakeholders. Staff Responsible for Monitoring: Campus Leadership Team and Community Liaison	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: Continue biweekly newsletter to parents and community members to share key activities and positive stories about North Crowley 9th Grade Campus.	Formative			Summative
	Nov	Feb	May	July

Expected Result/Impact: The newsletter will provide timely information to parents and stakeholders. Staff Responsible for Monitoring: Principal, CPOC	%			

Strategy 2 Details	Reviews			
Strategy 2: Encourage parents to sign up for the PTA and serve as the NC9 representative to have a voice in what happens on the 9th-grade campus. Expected Result/Impact: Increase in PTA participation that spans across 4 years. Staff Responsible for Monitoring: CPOC, PTA	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Recruit members for the All Pro Dad initiative to help create a safe culture and climate for our campus.	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Increased parental presence Staff Responsible for Monitoring: Campus Parent and Community Engagement				
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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: Communicate programs and extracurricular activities to parents to promote a positive culture for all students through monthly campus newsletter, social media, and robocalls. Expected Result/Impact: Increase knowledge of campus activities and student performances. Staff Responsible for Monitoring: Campus Leadership Team and Campus Communicator	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Create a vibrant, multi-platform communication system called <i>Panther Pulse</i> to keep families, students, and staff informed, engaged, and celebrated. This hub	Formative			Summative
	Nov	Feb	May	July

will deliver timely updates, showcase campus pride, and invite two-way dialogue that reflects the diverse voices of the North Crowley Ninth community. Expected Result/Impact: Panther Pride Campaigns: Highlight student leaders, CPOC members, and advisory council voices through digital spotlights and recognition graphics. Staff Responsible for Monitoring: Campus Leadership team and Campus Communicator	%			
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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Teachers will reach out to the parents of Panther P.R.I.D.E. Award recipients at least once per grading period with a positive update about their student. This character-based award will also be celebrated at an on-campus recognition event. Expected Result/Impact: Students will experience increased confidence and motivation as their efforts and character, not just performance, are recognized. This practice will promote a culture of encouragement, belonging, and pride across the campus and community. By reinforcing positive character traits, the school helps shape responsible and respectful citizens who contribute to the community. Staff Responsible for Monitoring: Campus Teachers and Leadership Team	%			

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: Support new teachers by having monthly meetings to increase culture and retention. Expected Result/Impact: Teacher retention Staff Responsible for Monitoring: Principal, MINT Advisor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide initial professional development for new staff and leaders around lesson planning, processes, and protocols. Expected Result/Impact: Creation of aligned lesson plans that include effective learning targets, success criteria, aligned formative assessments or quick checks, and a plan to reteach to support effective Tier 1 Instruction. Staff Responsible for Monitoring: Principal, TDSI, Instructional Leadership Team	Formative			Summative
	Nov	Feb	May	July
	%			

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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:

Strategy 1 Details	Reviews			
Strategy 1: Provide special education training to all staff, including paraprofessionals, to improve awareness and instructional practices for special education learners. Expected Result/Impact: Increase the knowledge and skills of campus staff on special education legal requirements Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide initial professional development for new staff and leaders around lesson planning, processes, and protocols. Expected Result/Impact: Creation of aligned lesson plans that include effective learning targets, success criteria, aligned formative assessments, and reteach plans that support Tier 1 instruction.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Principal, TDSI, Instructional Leadership Team				
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Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

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

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Facilitate professional development based on the identified needs of teachers and students during professional development days Expected Result/Impact: Retain faculty, staff, and administrators by ensuring their professional development needs are being addressed. As well, the staff is receiving professional development to address the diverse needs of the students. Staff Responsible for Monitoring: Principal/Assistant Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Create leadership opportunities that build teacher capacity to effectively address and support the academic, social, and emotional needs of every student. Expected Result/Impact: Build teacher leaders who are confident and equipped to support the diverse academic, social, and emotional needs of all students. This will result in a more inclusive and equitable campus culture where all staff feel empowered and valued. Staff Responsible for Monitoring: Principal/Assistant Principal	Formative			Summative
	Nov	Feb	May	July
	%			

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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 a campus-wide Positive Behavioral Interventions and Supports (PBIS) framework, including clear expectations, recognition systems, and tiered supports. Expected Result/Impact: Decrease in discipline referrals, improved student behavior, and a more positive school climate. Staff Responsible for Monitoring: Assistant Principals, Counselors, PBIS Team, Teachers.	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Increase campus safety measures by conducting monthly safety drills, updating emergency procedures, and training staff and students on safety protocols. Expected Result/Impact: Improved staff and student readiness for emergency situations, increased parent confidence in campus safety.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Safety Committee, SRO.				
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Strategy 3 Details	Reviews			
Strategy 3: Expand mentoring programs (e.g., Peer Mentors, Community Partners, and “Check-In/Check-Out”) to build positive adult-student relationships. Expected Result/Impact: Improved student attendance, fewer discipline concerns, stronger student engagement and connectedness. Staff Responsible for Monitoring: Counselors, SEL Counselor, Teachers, Community Liaison	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			
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Strategy 1: Collaborate with the Executive Director of Counseling, Executive Director of Athletics, Executive Director of Fine Arts, and Student Services Department with the Mind Over Medals: Mental Health Athletic/Fine Arts Summit. The campus athletic coaches, fine art teachers, and counselors will invite students and parents to attend the event. Coaches and Fine Art teachers will participate as a component of professional development. Expected Result/Impact: Teaching and identifying strategies for athletes and fine arts students to create a culture of support. Also, teaching strategies of healthy expression of creativity and athleticism. Students, Parents, Fine Arts Teachers and Coaches learn a healthy balance of performance expectations and mental health support. Staff Responsible for Monitoring: Coaches, Fine Art Teachers, Counselors, Athletic Coordinator, SEL Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Implement school-wide SEL lessons and advisory periods focused on stress management, conflict resolution, and digital citizenship. Expected Result/Impact: Improved SEL competency scores, reduction in peer conflicts, increased student resilience. Staff Responsible for Monitoring: Counselors, SEL Team, Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details		Reviews			
Strategy 3: Partner with local agencies and organizations to provide parent workshops on adolescent development, mental health, and academic support strategies. Expected Result/Impact: Increased parent engagement, stronger school-home connections, improved student support systems. Staff Responsible for Monitoring: Parent Liaison, Counselors, Campus Leadership Team		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: Host quarterly Family Engagement Nights (curriculum, safety, SEL, wellness) to build family-school partnerships. Expected Result/Impact: Strengthened school-home collaboration, increased parent awareness of resources. Staff Responsible for Monitoring: Principal, Parent Liaison, Counselors, Teachers.		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Implement staff-led student clubs and extracurricular opportunities to increase belonging and positive peer interactions. Expected Result/Impact: Higher student participation in campus life, improved attendance, stronger sense of community. Staff Responsible for Monitoring: Club Sponsors, Teachers, Counselors.	%			

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

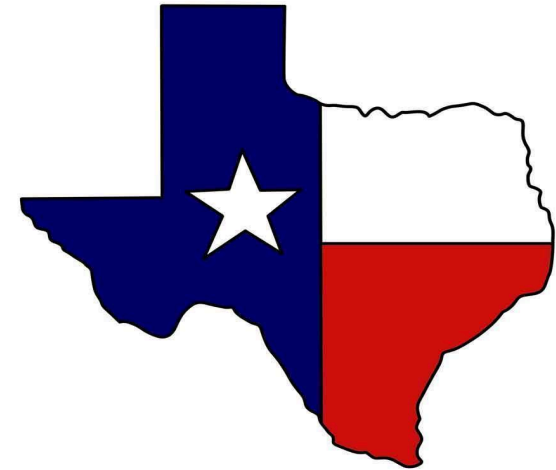
Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Establish a Staff Wellness Committee to organize monthly wellness activities (mindfulness sessions, fitness challenges, healthy potlucks). Expected Result/Impact: Improved staff morale, reduced burnout, increased participation in wellness activities. Staff Responsible for Monitoring: Principal, Wellness Committee, SEL Counselor.	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Provide professional learning opportunities focused on educator wellness, stress management, and work-life balance. Expected Result/Impact: Staff report reduced stress levels, increased retention, and improved overall well-being. Staff Responsible for Monitoring: Principal, Assistant Principals, Professional Learning Coordinator.	%			



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 **Algebra** _____ (%) is below the state average ____ (%).
2. The percentage of students achieving “meets grade level standards or above” in **Biology** _____ (%) is below the state average ____ (%).
3. The percentage of students achieving “meets grade level standards or above” in **English 1** _____ (%) is below the state average ____ (%).
4. The percentage of students achieving “meets grade level standards or above” in **SpEd** _____ (%) 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 a flexible number of parent involvement meetings

Campus Improvement Plan Committee		Meeting Date : ____ September 16, 2025 ____
Name	Position	
Dr. Colecia Williams	Principal – Chairperson	
Sammiyah Middleton	Counselor	
Sametria Clement	Teacher	
Denise Frank	Teacher	
Tenesha Hedge	Teacher	
Terrion Lockridge	Assistant Principal	
Britanny	Parent	
Mr. Mayberry	Parent	
Kenesha Kinney	Parent	
LaChel Fontenot	Community Member	
Phillip Colley	Community Member	
Dr. John Hamlet	District Representative	
